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DEPARTMENT OF THE ARMY
U. S. ARMY COMMAND AND GENERAL STAFF COLLEGE
100 STIMSON AVENUE
FORT LEAVENWORTH, KANSAS 66027-2301

REPLY TO
ATTENTION OF

ATZL-SWA

JAN 28 2008

MEMORANDUM FOR

Director, Quality Assurance Office, Combined Arms Center, 305 Gibbon Avenue, ATTN: ATZL-QAO, Fort Leavenworth, KS 66027-2301
Director, Quality Assurance Office, US Army Training and Doctrine Command (TRADOC), 102 McNair Drive, ATTN: ATCS-Q, Fort Monroe, VA 23651-1047

SUBJECT: U.S. Army Command and General Staff College (CGSC) Self-Assessment of Intermediate Level Professional Military Education (PME) and Professional Civilian Education

1. This Self-Assessment complies with the requirements set forth in TRADOC Memorandum, Subject: Revised Quality Assurance (QA) Accreditation Standards and Way Ahead, dtd 26 Jun 07. This Self-Assessment includes the CGSC and its schools—the Command and General Staff School (CGSS), the School of Advanced Military Studies (SAMS), the School of Command Preparation (SCP), and the Army Management Staff College (AMSC).

2. The Self-Assessment is a result of extensive review by College and School staff and faculty. The Quality Assurance Office (QAO) and the Accreditation Coordination Division (ACD) worked with CGSC and School organizations to compile the Self-Assessment.

3. The CGSC provides PME to intermediate-level officers from all Services and the international community. Also, CGSC through AMSC provides quality education to Department of Army civilians through the Civilian Education System (CES). Educating our officers and civilians is our number one priority.

4. Points of contact for the Self-Assessment are Dr. Rhoda Risner, Director CGSC QAO, Rhoda.risner@conus.army.mil, DSN 552-2029, and Mrs. Carol Sundberg, Chief Accreditation Coordination Division, Carol.sundberg@conus.army.mil, DSN 552-3277.

MARK E. O'NEILL
Brigadier General, USA
Deputy Commandant

DEPARTMENT OF THE ARMY
U. S. ARMY COMMAND AND GENERAL STAFF COLLEGE
100 STIMSON AVENUE
FORT LEAVENWORTH, KANSAS 66027-2301

REPLY TO
ATTENTION OF

ATZL-SWD

JAN 2 2 2008

MEMORANDUM FOR Director, Quality Assurance Office (QAO), US Army Training and Doctrine Command, 5 Fenwick Road, Building 161, Fort Monroe, Virginia 23651

SUBJECT: Self-Assessment Report for the US Army Command and General Staff College (CGSC)

1. References:

a. Memorandum, TRADOC ATCS-Q, subject: TRADOC Quality Assurance (QA) Accreditation of Centers of Excellence (CoEs), dtd 30 Oct 06.

b. Memorandum, TRADOC ATCS-Q, subject: Revised Quality Assurance (QA) Accreditation Standards and Way Ahead, dtd 26 Jun 07.

2. Executive Summary. The CGSC has met all applicable standards and criteria. The standards and criteria that do not apply to CGSC are Standards 1, 2, 12, 21, and Criteria 13c, 16b, 20c, 20h, 26c.

a. One not-met rating is that the CGSC QAO does not report to the commandant or deputy commandant; the QAO reports to the Dean of Academics who is responsible for curriculum and faculty throughout CGSC.

b. The CGSC firmly believes that several TRADOC processes are not applicable to our institution and are, in fact, wasteful of government resources because they take time to complete without value to TRADOC or to the College. These are the Training Requirements Analysis System (TRAS) and the Automated Systems Approach to Training (ASAT).

(1) TRAS. TRAS as its name indicates involves training. The CGSC is an educational institution charged with preparing our intermediate-level officers for the next ten years of their careers. As such, our quotas are already imposed by the Army because of the courses we teach. As part of TRAS, we should not be required to participate in the Structure Manning

Decision Review (SMDR) because we already have our quotas for each of our courses.

(2) ASAT. As its name indicates, ASAT is a training tool, used to develop lesson plans and programs of instruction. The CGSC lesson plan does not fit the lesson plan format in ASAT because it is educational in nature, not training. The CGSC uses many man-hours trying to comply with this requirement, man-hours we could better spend elsewhere designing our curriculum.

c. The CGSC took a hard look at each standard; we strongly believe we are meeting the TRADOC intent for accreditation of our institution.

3. Detailed Findings. The Self-Assessment Reports for the CGSC and its schools are at the following:

a. Chapter I. US Army Command and General Staff College (CGSC).

b. Chapter II: Command and General Staff School (CGSS).

c. Chapter III: School of Advanced Military Studies (SAMS).

d. Chapter IV: School for Command Preparation (SCP).

e. Chapter V: Army Management Staff College (AMSC).

f. Chapter VI: Recommendations from the 2005 TRADOC Accreditation review and status.

4. The point of contact (POC) for this report is Dr. Rhoda Risner, CGSC Quality Assurance Director, DSN 552-2029/913 684-2029, Rhoda.risner@conus.army.mil, or Mrs. Carol Sundberg, Chief Accreditation Coordination Division, DSN 552-3277/913 684-3277, Carol.sundberg@conus.army.mil.

Wendell King

6 Enclosures
as

WENDELL C. KING, PH.D., P.E.
Dean of Academics
CGSC

FOREWORD

The US Army Command and General Staff College (CGSC) Self-Assessment of intermediate-level professional military education (PME) consists of an in-depth review of CGSC programs by dedicated staff and faculty. Through their efforts, the Self-Assessment is comprehensive and current, recognizing that there is always room for improvement. The CGSC and its four schools each completed a Self-Assessment based on the TRADOC accreditation standards.

The Self-Assessment is organized for easy reading and reference. The Executive Summary summarizes major findings among CGSC and its schools. Following the Executive Summary is the list of recommendations from the 2005 visit and each one's status with comment and the Self-Assessments of the College and the schools. In addition, the table of contents is also available.

A major event that occurred since the last TRADOC visit is a re-organization of the entire College to better deliver education to its students. After the Deputy Commandant gave his approval to re-organize on 25 June 2007, the College took on a new academic governance structure, placing responsibility for both curriculum and faculty under the Dean of Academics, and responsibility for the College infrastructure under the Chief of Staff. The re-organization coincided with CGSC's move from its long-time home in Bell Hall to the new Lewis and Clark Center, a state-of-the-art facility built for the sole purpose of educating officers for the next 10 years of their careers. A showplace in itself, the Lewis and Clark Center is a model educational facility.

The CGSC looks forward to the TRADOC Accreditation Team and their look at CGSC's PME programs. We welcome the recommendations the team will provide us to better deliver education to our officers and civilians.

Self-Assessment Detailed Findings for the US Army Command and General Staff College (CGSC)

1. Doctrine.

a. **Standard No. 1:** Institution manages the Doctrine Literature Master Plan effectively. The CGSC does not develop doctrine; therefore, this standard does not apply per phone conversation with Mr. MacAllister.

b. **Standard No. 2:** Institution develops, coordinates, and publishes doctrine. The CGSC does not develop or publish doctrine; therefore, this standard does not apply per phone conversation with Mr. MacAllister.

c. **Standard No. 3:** Institution integrates the Contemporary Operational Environment (COE) into education and training.

(1) The CGSC fully meets this standard. The COE is conceptually incorporated throughout the curriculum, including exercises conducted during courses. Several blocks of instruction are specifically focused on enhancing the students' understanding COE in the context of full-spectrum operations. The more prominent blocks in the Command and General Staff School (CGSS) Intermediate Level Education (ILE) includes the culture blocks, C303 B/E Contingencies, FID, and COIN; Range of Military Operations; lessons on offense, defense, and stability, and the planning studies.

The COE is equally well discussed in the School of Advanced Military Studies (SAMS) curriculum. All lessons are presented within the established doctrine covering full-spectrum operations, PMESII-PT, and METT-TC.

(a) Criterion 3a. Proponent ensures that the curriculum teaches COE as a concept or context in problem solving. The CGSS and SAMS curriculum contain full-spectrum operations. After each iteration of the course, the faculty meet with the Dean of Academics to ensure that the curriculum includes current doctrine. As part of the College's Accountable Instructional System (AIS), this review is essential to ensure the curriculum is current and relevant.

(b) Criterion 3b. Proponent incorporates political, military, economic, social, information, infrastructure, and physical environment and time (PMESII&PT) into training exercises and classroom work, as appropriate, explaining these variables at a level appropriate for the training audience and illustrating them with appropriate examples from the COE. Throughout the curriculum, students analyze worldwide threats in terms of full-spectrum operations, which includes PMESTT&PT and diplomatic, informational, military, and economic (DIME) relationships. They must not only comprehend the relationships between all elements of national power but the importance of interagency and multinational coordination in these elements, including homeland security and defense. Students participate in exercises that require analyzing the roles that geopolitics, geostrategy, society, culture, and religion play in shaping, planning, and execution of joint force operations across the range of military operations.

(c) Criterion 3c. The curriculum integrates COE to realistically portray or replicate the complex nature of conditions of volatility, uncertainty, chaos, and ambiguity in Joint, Interagency Intergovernmental, and Multinational (JIIM) operations. ILE students are required to develop a COA Decision Brief addressing complex operational problems within full-spectrum operations. This brief must include Joint, multinational, and other government agencies capabilities; indigenous population; belligerent and/or insurgent forces capabilities and intentions; and Common user logistics.

The SAMS also integrates full-spectrum operations into the curricula of its two courses. The Advanced Military Studies Program (AMSP) integrates full-spectrum operations in both academic instruction and into existing exercise program which deal with a wide range of regional security challenges testing student capacity to be adaptive decision-makers in complex environments. The Advanced Operational Arts Studies Fellowship (AOASF) integrates full-spectrum operations in both academic instruction and into field research program with COCOM exposure to current strategic and operational planning and invites comparative reflection. AOASF fellows often engage in AMSP exercises as senior headquarters to ensure full-spectrum operations are in the exercise program, which deals with a wide range of

regional security challenges testing student capacity to be adaptive decision-makers in complex environments.

(d) Criterion 3d. The curriculum includes other than OEF/OIF models in threats and scenarios. Throughout the integrated curriculum, students are required to demonstrate and understanding of various operational environments worldwide. The W200 block requires students to demonstrate competence to operate effectively in future staff position assignments in the division echelon of command as well as during the combined arms division concurrent operations exercise. The overall concept of W200 can be compared to the division main plans cell or TAC CP staff wargaming a course of action using the box technique and using the war game as a vehicle to provide continuity to the W200 lessons. Therefore, students are expected to already know the fundamentals of doctrine and be comfortable with company and battalion operations and procedures, especially course of action development and wargaming. Students must also execute concurrent full-spectrum missions in a noncontiguous area of operations in the area composed of portions of the countries of Georgia, Armenia, Azerbaijan, and Turkey, commonly called GAAT. There are joint military force interaction, interagency coordination, multinational considerations, and interoperability issues in the division area of operations (AO). The enemy main force has access to all advanced capabilities to limited degrees, and the enemy irregular, insurgent, and guerilla contingents have a wide variety of military, technological and political capabilities supporting their missions and organizations.

(e) Criterion 3e. Proponent develops and/or uses TRADOC DCSINT approved or certified scenarios, OPFOR, databases, parametric data, and supporting training aids, simulators, and simulations (TDASS) to replicate full-spectrum operations in COE conditions. The principle scenario used throughout the Command and General Staff School (CGSS) curriculum focuses on the Caspian Sea region and support full-spectrum, multi-echelon operations within the contemporary operational environment (COE). The scenario, including the geographical setting, road to war, friendly and enemy forces organization and capabilities, has been approved by the TRADOC DCS G2, TRISA. Additionally, the scenario is supported by map and terrain products approved by the National Geospatial Intelligence Agency (NGA). These products are used in both paper and

digital formats, including access through selected applications from Army Battle Command Systems (ABCS).

Selected scenarios are also used as part of each school's exercise programs. When the exercise objectives include execution of all or a portion of the scenario's operation order, they are supported by simulations and stimulation of ABCS. The CGSC has multiple simulations available to support school requirements. Simulation capabilities include selected applications of the Joint Land Component Constructive Training Capability, commercial simulations and gaming technologies, and specific software applications to integrate ABSC.

(f) Criterion 3f. Proponent lessons learned integration (L2I) organization (directorate/branch/cell) uses DCSINT products and studies in their developmental process on observations, insights, and lessons (OIL). The CGSC curriculum is constantly being evaluated as part of its AIS evaluation process. This process integrates lessons learned as a key component to ensure the curriculum is current, relevant, and adaptable to meet the needs of students and the operational Army. This process extends from individual lessons to courses that are created, updated, and approved by the subordinate schools.

CGSC schools use a variety of resources to integrate lessons learned into the curriculum. The CALL and the CJLL are two of the primary resources used by the College for integrating lessons learned, preparing information briefs, and enhancing programs and courses. CGSC schools use these resources in varying degrees to generate discussion in the classroom, for research purposes, and in developing and updating their courses. Lessons learned are also integrated into the curriculum through aggressive guest speaker programs, faculty and student exchange programs, various partnerships and outreach programs, teleconferencing, interviews and back briefs from officers returning from TCS, and other active information gathering practices designed to maintain currency and relevancy.

One of the principal sources for lessons learned comes from the students. The use of Socratic and case teaching methodology enable open exchange in the classroom between students and faculty. This encourages deep discussion enhancing the learning environment where students and faculty may learn from each other. With more than 70

percent of our students having combat experience, this becomes one of the college's preeminent sources for lessons learned.

Many lesson authors and instructors subscribe to the CALL Newsletter and encourage their students to use the CALL website during class projects. Some courses also require their students to interface with CALL analysts. The Blackboard web-based curriculum has included a hot link to CALL on its electronic content management system. This link enables all faculty and students to access CALL from their electronic learning environment. Instructors tend to use Combined Arms Research Library technology to conduct open source searches of e-information for expanded perspectives contributing to wider classroom discussion.

(g) Criterion 3g. Proponent provides feedback to TRADOC DCSINT on how COE is being integrated and the challenges and problems with integrating the COE and command training guidance and DCSINT guidance in their education and training programs. The CGSC curriculum is constantly being evaluated as part of its Accountable Instructional System (AIS) evaluation process. This process requires evaluation of COE and command guidance throughout the curriculum. Curriculum is reviewed, analyzed, and updated after every iteration with a focus on currency, lessons learned, and command guidance. The CGSC does not provide reports directly to DCSINT; however, program evaluations are posted on the CGSC AKO Portal. Reports addressing currency of curriculum, the addition of lessons learned, and whether or not CGSC is adequately preparing officers for the next ten years of their careers are generated and sent to higher headquarters after briefing leadership in post instructional conferences. This process extends from individual lessons to courses that are created, updated, and approved by the subordinate schools.

(h) Criterion 3h. Instructors teach COE as a concept or context in problem solving. Students are required to participate in a staff group classroom environment, acting as a member of a planning staff, plan an operation at the tactical/operational level, given a complex problem and a commander's intent, using Army doctrine, references, the Military Decision Making Process (MDMP), personal experiences, class notes, historical examples, and successful completion of the online CGSC

Preparatory Course (P920). The recommendation must include the following: 1) Analyzing the mission requirements; 2) Conducting intelligence preparation of the battlefield; 3) Developing the courses of action (COAs); 4) Analyzing developed COAs; 5) Comparing the COAs; 6) Presenting a COA for approval; 7) Planning in a time-constrained environment; 8) Conducting the composite risk management (CRM) process; and 9) Comparing rehearsal techniques.

Student competencies include comprehending the capabilities and limitations of US military force to conduct the full range of military operations against the capabilities of 21st century adversaries; Analyzing interrelationship between Service doctrine and joint doctrine; Explaining relationships among strategic, operational, and tactical levels of war; and understanding how increased reliance on information technology throughout the range of military operations creates opportunities and vulnerabilities.

(i) Criterion 3i. Instructors teach students to assess the operational environment using the variables of PMESII&PT. Additionally, instructors teach students to use the factors of mission, enemy, terrain, time, troops available, and civil considerations (METT-TC) as the categories into which relevant information is grouped for a military operation. Students are taught the process of visualizing a tactical problem, through instruction on mission, enemy, terrain and weather, troops and support available, time available, and civil considerations (METT-TC) and the elements of operational design. Then they transition to how a commander describes his or her intent, guidance, and critical information requirements. Finally, they conclude with how a commander directs, through instruction on the warfighting functions and the operations process.

(j) Criterion 3j. Instructors use the COE as the foundation in teaching the components of full-spectrum operations. Students participate in exercises wherein they act on problem-solving teams or individually and adapt to uncertain or changing situations, drawing on references, class presentations, discussions, past exercises, personal experience, and individual learning when faced with ambiguous, ill-structured problems characteristic of the COE. Working in these scenarios and exercises, students examine critical thinking tools, mental agility, creative thinking within critical thinking, analyzing mental models,

arguing effectively, evaluating probable solutions for ambiguous problems, analyzing their own thinking objectively (metacognition); and, their ability to distinguish between analytic and intuitive decision-making. Acting as field grade leaders at the organizational level and using references, case studies, and class discussions based on the COE, students explain their developmental process for developing a plan for and executing a live media interview, display of openness to varying media opinions and agencies, and discuss the impact of modern media and telecommunications on military operations.

(k) Criterion 3k. Instructors use the COE variables as a construct, when appropriate, when discussing OIL. Students demonstrate an understanding of the enemy with or without the aid of assessments from higher staff. The COE is dangerous and complex; the enemy will not be as predictable as in the past, and they will use any and all ways to defeat opposing units. US Army units must not assume that the enemy is committed to a specific course of action once engaged. Students focus their efforts on the competencies that field grade officers must possess to be able to draw conclusions from IPB products so as to direct and prioritize subordinate actions associated with IPB mechanical procedures. In particular, students focus on understanding the COE; appraising current enemy activities, identifying enemy capabilities, uncovering enemy limitations, and figuring out future enemy actions. Practical exercises require students to evaluate and understand an enemy in the absence of assessment from higher staff.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

2. Organization.

a. **Standard No. 4:** Institution has published policy and guidance concerning its missions, functions, programs, and processes.

(1) The CGSC has published its core documents in written form and on line on the CGSC Web page. The CGSC meets this standard.

(a) Criterion 4a. Current documents describe the mission and functions of the institution and its

subordinate organizations. Publicizing the core documents ensures that the staff, faculty, students, garrison, the Combined Arms Center, the Army, and the Sister Services know what the priorities are for the College. In addition, the Higher Learning Commission of the North Central Association (NCA), CGSC's civilian regional accrediting body for the institution, and the Process for Accreditation of Joint Education (PAJE), the accrediting agency for CGSC's joint professional military education (JPME) program, require that the institution have this information available to its stakeholders.

MISSION: The US Army Command and General Staff College educates and develops leaders for full spectrum joint, interagency and multinational operations; acts as lead agent for the Army's leader development program; and advances the art and science of the profession of arms in support of Army operational requirements.

VISION: The US Army Command and General Staff College is and will always strive to be an educational center of excellence. We must remain a renowned academic leader in the study of leadership, the conduct of joint and combined land warfare, and the application of Joint, Interagency, and Multi-National organizations to synchronize all elements of power to achieve national objectives. We will continue to support field commanders with well-trained and well-educated leaders, in-depth research in the professional body of knowledge, and reach-back planning in support of ongoing operations. We will maintain our world-class faculty dedicated to learning and advancing the professional body of knowledge.

The enduring purpose of CGSC, supporting Army Leader Development and Education and Professional Military Education, provides a stable beacon for the future. The CGSC supports the development, integration, and synchronization of Army leader development and education systems through the Center of Army Leadership. The CGSC executes professional military education programs to military and civilian leaders through four schools: Command and General Staff School, School of Advanced Military Studies, School for Command Preparation, and the Army Management Staff College.

The CGSC ensures the professional vitality of the US Army's corps of officers by preparing them to discharge their

duties in the service of our nation. Today's contemporary operating environment requires leaders for tomorrow's joint, interagency, and multinational operations. We must replicate that operational environment in the classroom. Therefore, CGSC is more than an "Army" school, we are a joint, interagency, and multinational school with international officers and sister service officers in our faculty and student body. We augment our educational programs with interagency guest speakers and representatives in our exercise program. To that end, CGSC seeks to produce:

☐ Successful Graduates leading teams to solve complex problems throughout the spectrum of operations

☐ World-Class Faculty advancing the profession of arms through the development of, publication for, and subscription to the professional body of knowledge

☐ Harmonious Army Leader Development and Education Program that develops, integrates, and synchronizes leader development and educational systems

(b) Criterion 4b. Current command training guidance that supports higher headquarters guidance has been published by the institution and appropriate subordinate organizations and is being followed. The CGSC mission and vision statements support higher headquarters and the subordinate schools and departments have mission statements that support the CGSC mission. In addition, CGSC must abide by provisions outlined in CJCSI 1800.01C, *Officer Professional Military Education Policy (OPMEP)*, that regulate CGSC's joint professional military education Phase I program.

(c) Criterion 4c. The institution has regulations and other published guidance on its programs and processes. The CGSC has bulletins that cover all its programs and processes. The list of bulletins, which was updated on 17 Oct 07, follows.

1. Preparation of CGSC Bulletins.
2. CGSC Compliance with Training Requirements and Analysis Systems.
3. CGSC Academic Assessment, Graduation, and Awards Policy.
4. CGSC Tasking Policy.

5. Instructor of the Year Program.
6. Civilian Incentive Awards Program.
7. CGSC Staff and Faculty Development Programs.
8. CGSC Program Evaluation.
9. Branch Subject Matter Experts.
10. CGSC Equal Opportunity Policy.
11. Student Comment Sheet System.
12. CGSC Academic, Misconduct and Graduation Boards and Student Dismissal/Release Procedures.
13. Alcohol and Drug Program (ADAPCP).
14. Distinguished Visitors, Guest Speakers, Lecturers, Conferences, Workshops and Protocol.
15. Award of CGSOC Honorary Diploma, Constructive or Equivalent Credit, and Master of Military Art and Science (MMAS).
16. Reserve Component Active Duty for Special Work Tours.
17. CGSC Facilities Scheduling Policy.
18. Reproduction or Classroom Use of Copyrighted Material.
19. Preparation Guidance for U.S. and International Officer Student Academic Evaluation Reports.
20. Academic Ethics.
21. Information Management Officer Program.
22. ILE Classroom Standards.
23. Student CGSOC Learning Objective Accomplishment resulting from CGSOC Trips.
24. Course Location (CL) Standing Operating Procedures.
25. The CGSC Staff and Faculty Council.
26. CGSC Distribution Formula.
27. CGSC Information Security Program (Under Revision).
28. Reserved.
29. CGSC Smoking Policy.
30. The CGSC Accountable Instruction System (AIS) Process.
31. Curricula Integration Committee.
32. Strategic Communications (STRATCOM) Boards, Commissions, and Committees.
33. CGSC Accreditation Program.
34. Internet Publishing Policy.
35. Procedures for Archiving Curriculum Materials of the CGSC.
36. Reserved.
37. Honorific Titles (rescinded).
38. CGSC Branch and Functional Area Subject Matter Expert (SME) Duties and Responsibilities.
39. Reserved.
40. Survey Research.
41. Use of Senior Rater for TAPES.

42. Media Engagement and Community Outreach Policy.
43. MWR Pub in the Lewis and Clark Center.

(d) Criterion 4d. The institution monitors the completion of required, command directed training. The CGSC G3 office monitors all mandatory training. Posted on the CGSC G3 SharePoint site, the CGSC tracks all mandatory training and updates the site regularly. In addition, once a month, the G3 briefs all schools and organizations on the status of the training.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

b. **Standard No. 5:** Institution maintains an effective Operations Security (OPSEC) Program.

(1) The CGSC meets this standard.

(a) Criterion 5a. Institution has an established OPSEC program which effectively protects the organization's critical information and operational capability. The CGSC has published three bulletins on OPSEC: 21, Information Operations; 27, Information Security; and 32, Strategic Communications. Staff and faculty use online capabilities to access OPSEC education for currency. As an incentive and tracking program, CGSC staff and faculty must complete OPSEC training to receive their yearly parking permits. An OPSEC Officer is designated on written orders. The OPSEC Officer has implemented an ongoing security program and CGSC along with subordinate schools follow the program. CAC creates the EEFIs and disseminates them to CGSC. The OPSEC Officer maintains records on all OPSEC training requirements, ensuring 100% accountability of personnel training. CAC runs an OPSEC Working group, and CGSC personnel participate in the CAC OPSEC working group.

(b) Criterion 5b. OPSEC procedures and measures are known and practiced among the organization's personnel and operations. Personnel receive updates on OPSEC policies via email.

(c) Criterion 5c. OPSEC is integrated into doctrine, education, and training as appropriate. Not only is OPSEC taught within the curriculum, the lesson and course authors ensure OPSEC in the curriculum development process.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

c. **Standard No. 6:** Institution uses appropriate Information Technology, Information Management, and Knowledge Management assets and processes.

(1) The Lewis and Clark Center, the home of CGSC, is a state-of-the art facility that has the best in information technology. Each classroom and office is equipped with the latest technology. The CGSC meets this standard.

(a) Criterion 6a. Institution conducts sufficient measures to protect classified, sensitive, and classified information stored, processed, and transmitted by information systems. Sensitive data is restricted to those with a verifiable need-to-know. The CGSC Directorate of Education Technology (DOET) reviewed systems where sensitive data may be stored in summer 2007. Classified information is transmitted only on authorized networks which are protected with an approved distribution system. Classified networking components are located only in approved open-storage communications rooms. The CGSC instructs users who have laptop computers on proper procedures for protecting sensitive personal information.

(b) Criterion 6b. Institution executes no services that should be available on a non-reimbursable basis from the supporting DOIM. The DOIM manages network components and provides email services. The DOIM also provides operating location for several CGSC servers.

(c) Criterion 6c. Institution complies with Records Management requirements, Freedom of Information Act, and Privacy Act. The CGSC has incorporated Army Regulations information into CGSC Bulletin 21, Information Management and Bulletin 27, Strategic Communication. Faculty, students, and staff members are required to know the regulatory guidance provided in these bulletins.

(d) Criterion 6d. Institution follows appropriate IT acquisition and performance review processes in accordance with TRADOC Regulation 25-1. The CGSC requests appropriate permission from CAC and TRADOC when making IT purchases.

(e) Criterion 6e. Institution integrates knowledge management into daily processes and promotes a knowledge-based force. CGSC students, staff, and faculty have access to the Battle Command Knowledge System (BCKS). In addition, CGSC promotes the life-long learning concept to encourage all faculty, staff, and students to continue their education past the classroom.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

d. **Standard No. 7:** Institution maintains a library resourced to meet the needs of the staff and faculty, training developers, and Soldiers, both resident and non-resident.

(1) The Combined Arms Research Library (CARL) is one of the finest in the Department of Defense. The CGSC meets this standard.

(a) Criterion 7a. The institution has assigned a Library Director or Chief Librarian position filled with a qualified GS 1410 librarian as defined in the OPM qualification standards and AR 25-97. The CARL has a Library Director and 17 professional librarians, 9 of whom are reference librarians who assist students with ready reference, bibliographic instruction, and research needs.

Services. The CARL is open 79.5 hours a week, including weekends and most holidays. A reference librarian is on duty while the CARL is open. The CARL has a copyrights coordinator to assist students and faculty.

Awareness. All resident students receive a library orientation, and additional bibliographic sessions are held throughout the year. Individual assistance for students is always available. The CARL sends out a weekly update to inform the Staff and Faculty of new resources and services.

Resources. The CARL has an ongoing survey program to acquire patron input, and the reference staff meet periodically to determine whether current journal and database subscriptions and other acquisitions meet student needs. The Director meets annually with staff to prioritize resources and determine budget requirements. The CARL provides NIPRNET and commercial Internet access on

over 40 library computers which have networked printers. Wireless access is also provided on the commercial ISP.

(b) Criterion 7b. Measurement, Tracking, and Information Collection System (METRICS) input is accurate and current. The staff enter statistics monthly into a spreadsheet which provides timely and accurate input for METRICS.

(3) The CGSC has no recommendations on this standard from the 2005 visit.

e. **Standard No. 8:** Institution applies command supply discipline in daily supply operations.

(1) The CGSC meets this standard.

(a) Criterion 8a. The institution's supply policies and procedures conform to the requirements of the Command Supply Discipline Program (CSDP). The CGSC uses the CSDP in its supply processes.

(b) Criterion 8b. The institution maintains 100% accountability using the CSDF. With the movement of CGSC into its new facility, Lewis and Clark, in summer 2007, the G4 is in the process of accounting for all durable property.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

f. **Standard No. 9:** Institution has an effective Quality Assurance Program.

(1) The CGSC meets this standard with the exception of (a) and (d) below.

(a) Criterion 9a. The QAO is a Special Staff element of the command group, with the director reporting to the Commandant or Assistant Commandant. The CGSC QA Office is a viable organization that reports to the Dean of Academics through the Associate Dean of Academics, a decision made by the College leadership. Because the Dean of Academics is responsible for faculty and curriculum, all schools and organizations involved in faculty and curriculum report to the Dean.

(b) Criterion 9b. The QAO develops and forwards to TRADOC QAO a Master Evaluation Plan (MEP) in correct format that addresses internal and external evaluations and accreditation of RC training battalions during AT/ADT. The QAO develops the College's MEP, signed by the Dean of Academics and posted to the CGSC QA AKO Portal. The AY 2008 MEP includes the Title XI Accreditation of The Army School System (TASS) for AY 2008.

(c) Criterion 9c. The QAO conducts internal evaluations using "matrix team" support against TRADOC DOTMLPF accreditation standards, including a formal pre-accreditation/accreditation self-assessment; forwards a self-assessment report to TRADOC QAO prior to each TRADOC accreditation visit. This internal response to the DOTMILPF was developed by a "matrix team." Participants on the team know that they responded to TRADOC Accreditation Standards, not that they were part of a matrix team.

(d) Criterion 9d. The QAO conducts external evaluations, to include development, fielding to graduates and their supervisors, and analysis of external course evaluations using AUTOGEN. The CGSC conducted external evaluations (surveys) of graduates and supervisors of the School for Command Preparation (SCP), graduates and supervisors of School for Advanced Military Studies (SAMS), graduates of the Command and General Staff School (CGSS) Intermediate Level Education (ILE), and graduates and supervisors from the Army Management Staff College (AMSC). The CGSC does not use AUTOGEN; it uses INQUISITE, which is more conducive to education.

(e) Criterion 9e. The QAO briefs center and school leadership and department heads on internal and external evaluation trends, findings, and recommended solutions. The QAO is fully integrated into the operation of the College to assure that all levels of decision makers are informed about the health of the College, from curriculum developers to the senior leaders.

The QAO conducts overarching assessments of programs of study measured against educational outcomes which become critical knowledge in managing the curriculum. The QAO works directly inside the education committees to develop assessment programs and help analyze data throughout the education cycle.

(f) Criterion 9f. The QAO recommends to the commander or commandant accreditation rating of functionally aligned RC training battalions during annual training or active duty for training; supports TRADOC-led accreditation of Multi-functional training brigades, as appropriate. The CGSC Title XIs recommend to the Deputy Commandant the accreditation ratings for the Officer Education System (OES) Brigades and the Multi-Functional Brigades and their respective Battalions. All final accreditation reports are posted on the USACGSC QAO https website as well as the CGSC QA AKO Portal. The TRADOC recommended classroom site visit requirement is exceeded via the new "keep in touch" program.

(g) Criterion 9g. The QAO identifies RC training battalion HHIs and follows up for resolution. The Title XI classroom site visits are designed to identify HHIs. The follow up will be routed through the Associate Dean of Academics to the respective organization for follow-up.

(h) Criterion 9h. The QAO promotes the center or school as a "Learning Organization" by fostering open communication, assistance, and shared knowledge. The QAO shares all data collected and analyzed via the QAO website. It also shares results of surveys with participants when requested by the participant. All past program evaluations, survey reports, and summative evaluation reports are on the QAO website and in the third floor of the Combined Arms Research Library.

(i) Criterion 9i. The QAO submits report data to HQ, TRADOC as required, e.g., external evaluation data on percent of tasks trained to standard, status of RC TASS battalion/school accreditations. The QAO attempts to keep up with the TRADOC required submissions. The CGSC QA AKO Portal helps with this communication effort. All TASS Battalion Accreditations are posted on the CGSC QA AKO Portal, QA Website and TASS Instructors Blackboard Tab.

(j) Criterion 9j. The QAO verifies equivalency of AA/RC courses. The Title XIs visit both IDT and ADT sites to ensure the equivalency of the RC classroom site and instruction.

(k) Criterion 9k. The QAO follows up on TRADOC accreditation team findings and recommendations and monitors their implementation. See the TAB 9 of this

document. We are paying attention. At the direction of the Dean of Academics, the Accreditation Coordination Division has a tracking process on the Dean's SharePoint site that tracks all accrediting body recommendations and actions.

(2) The CGSC implemented all recommendations on this standard from the 2005 visit.

g. **Standard No. 10:** Institution implements Composite Risk Management and TRADOC Safety and Occupational Health Program Requirements.

(1) The CGSC has a safety officer who provides current safety information and guidance to the staff, faculty, and students. The CGSC meets this standard.

(a) Criterion 10a. Institution conducts training in compliance with safety standards identified in training support packages (TSPs), lesson plans, field manuals, and applicable regulations. The CGSC complies with appropriate safety standards.

(b) Criterion 10b. Composite Risk Management (CRM) and safety standards are integrated into training and military operations IAW FM 5-19. The CRM is integrated into the curriculum.

(c) Criterion 10c. Individual education and training products address safety and incorporate composite risk management in the education and training material. The CRM is integrated into the curriculum.

(d) Criterion 10d. Institution meets the requirements of TRADOC Safety and Occupational Health Program Evaluation criteria IAW TRADOC Pam 385-1, The TRADOC Model Safety Program and Self-Assessment Guide, applicable Code of Federal Regulations, statutes, and laws; DoD instructions and directives; and Army regulations. The CGSC is in compliance with all appropriate safety regulations.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

h. **Standard No. 11:** Proponent institution develops and maintains current and approved critical tasks and task analysis data.

(1) College received the Officer Critical Task list from TRADOC and has completed the crosswalk with the curriculum to determine and articulate how each task is addressed in curriculum and to what extent. The CGSC meets this standard.

(a) Criterion 11a. Needs analyses are conducted, documented, and feed the subsequent processes. A thorough needs analysis is conducted for each course and includes: 1) Goal Analysis, 2) Topic Analysis, 3) Target Audience Analysis, 4) Resource Analysis, and 5) Milestone Plan.

(b) Criterion 11b. Institution has identified the missions for their proponent TOEs. The CGSC doesn't use a table of organization and equipment (TOE) to identify and describe its organization, manning, and equipment. Instead of a TOE CGSC uses a table of distribution and allowances (TDA) applicable to our specific mission. The CGSC has also published as a policy its mission, goals, philosophy, and definition of our graduates.

(c) Criterion 11c. Commander/Commandant has approved the current critical task list. The Commandant and Deputy Commandant approve curriculum after the Post-Instructional Conferences and in the Curriculum Design Review (all part of the AIS process).

(d) Criterion 11d. Modifications to critical task lists are documented in commander-approved memo/task lists. The College doesn't use a critical task list. We have a current critical task list identifying all the critical tasks for our audience and have conducted a crosswalk to determine how well the tasks are addressed in the curriculum but critical tasks do not drive our learning objectives.

(e) Criterion 11e. Tasks are vertically and horizontally aligned. The Learning Objectives (TLOs, and ELOs) are vertically and horizontally aligned and organized logically, avoiding unnecessary duplication of course materials and ensuring lessons build on other courses and that all lessons a well nested.

(f) Criterion 11f. Proponent has the current, complete, comprehensive, approved critical analysis data written to the prescribed standard. We do not use task lists to design our curriculum. Instead our curriculum is design on the needs of the Army in its current operational environment. The Front End Analysis model was used to analyze the CC and AOWC curricula, which also use an accomplishment based curriculum development system to determine performance gaps for modifying existing courses and designing new ones.

(g) Criterion 11g. Supported and supporting tasks are identified. We do not use task lists to design our curriculum. Instead our curriculum is design on the needs of the Army in its current operational environment. The Front End Analysis model was used to analyze the CC and AOWC curricula, which also use an accomplishment based curriculum development system to determine performance gaps for modifying existing courses and designing new ones.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

i. **Standard No. 12:** Proponent institution designs and develops efficient, effective, and relevant collective training products. The CGSC does not develop collective training products; therefore, this standard does not apply.

j. **Standard No. 13:** Proponent institution designs, develops, and classifies current, relevant, efficient, and effective individual training and education.

(1) The CGSC's primary mission is to educate intermediate-level officers; therefore, CGSC meets this standard. The Officer Education System (OES) prepares commissioned officers for increased responsibilities and successful performance at the next higher level. It provides pre-appointment/pre-commissioning, branch, functional area, and leader-development training that prepare officers to lead platoon, company, battalion, and higher level organizations. The OES consists of branch-immaterial and branch-specific courses that provide progressive and sequential training throughout an officer's career. Regardless of branch affiliation, functional area, or specialty, the common thread, which ties all OES courses together, is common-core training. Common core training is approved by TRADOC and incorporated into OES courses.

Intermediate Level Education (ILE) is developed to provide advanced branch, functional area, and branch-immaterial command and staff education.

The ILE develops within officers the values and attitudes of the profession of arms and the ability to conduct military operations in peace and war. ILE prepares officers for duty as field grade commanders and staff officers, primarily at brigade, division, and corps echelons. Additional skill qualification as a strategist, joint planner, historian, or space operations officer is available through the advanced application programs. Officers have the opportunity to further develop their intellectual depth and analytic ability through intensive research that leads to the Master of Military Arts and Science degree.

ILE Common Core begins with C100, Foundations, setting the conditions for the rest of the Common Core Course. Students learn about critical thinking, leader assessment and development, and the challenges of the international security environment. Students are also reacquainted with academic routine, rigor, and setting goals for learning while attending ILE. Lessons in H100 (History) focus on the rise of the nation state while L100 (Leadership) lessons focus on leading in changing environments. These classes help students transition into a study of the Operational Environment including cultural considerations and the modern information dimension—and formulation of strategy in C200, Strategic Studies, lessons.

Modern Joint, Interagency, and Multinational Capabilities are addressed in the C300 and F100 classes; increasing student understanding of operational environment and force management, respectively. These lessons provide a basic familiarity with the capabilities and limitations of the forces and agencies that general staff officers use in designing operations and campaigns. History lessons illuminate the affects of war on society, organizations and humans, and assists students as they explore the underpinnings of war theory provided by Clausewitz and Jomini. Leadership lessons focus on climate and culture implications as well as the influencing actions of organizational leaders.

The orchestration of military operations are further

developed using the Joint Army warfighting functions at the operational and tactical levels of war during the C300 and C400 lessons. Finally, students apply what they have learned by conducting Operational Planning using the Joint Operation Planning Process (JOPP) and Military Decision Making Process (MDMP) in a series of application exercises that challenge them to define complicated/complex problems and propose solutions in which military means and land power in particular, form only part of an acceptable answer.

The ILE Advanced Operations and Warfighting (AOWC) Course develops military professionals who are adept at making repetitive discretionary judgments and skilled in problem-solving under lethal, volatile, ambiguous, complicated, and uncertain circumstances within the spectrum of conflict in Joint, Interagency, and Multinational operations. It prepares Maneuver, Fires & Effects and Force Sustainment career field officers to serve on battle staffs of operational level headquarters, to lead missions assigned to battalion and brigade-size units, and to develop the professional skills and competencies they will require as senior field-grade leaders.

(a) Criterion 13a. Institutional training strategies are produced and kept current. Course authors design the courses, coordinate with the lesson authors, other course authors, and other teaching departments and schools to establish how the course relates to other courses within the College and the Army. This allows for building on other courses, avoiding unnecessary duplication of course materials, and ensuring both horizontal and vertical alignment.

Course and lesson authors ensure the course/lesson is designed for the adult learner. Applying the principles of adult learning reinforces to students their personal responsibility for independent development of the knowledge and comprehension required to master the designated tasks. Faculty Development, Phase I, introduces authors to the experiential learning model, individual learning styles, and principles of adult learning. These principles include--

The greatest learning occurs when adults take responsibility for determining what they learn.

Adults learn that which is personally beneficial.

Adults learn what they discover for themselves.

Adults learn more from experience and feedback than from experience alone.

These principles are applied through the experiential learning model (ELM) of --

Concrete Experience - doing, suspending judgment, concentrating on the present.

Publish and Process - sharing reactions; observations; discussion of patterns and dynamics.

Generalize New Information - inferring principles about the real world.

Develop Courses of Action - What if? Will this work better?

Apply Courses of Action.

(b) Criterion 13b. STRAPS and strategies are aligned. The CGSC does not use Individual Training Plans (ITPs) for our students. We do, however, have a curriculum that requires students to have professional development plans; they meet with staff group leaders and receive developmental counseling throughout their entire stay at the College. Our curriculum is aligned with adult teaching strategies, comprehensive professional officer development strategies, and doctrine. The CGSC does not develop equipment; therefore, CGSC does not develop STRAPs.

(c) Criterion 13c. STRAC tables are created and kept current. The CGSC does not use ammunition; therefore, this criterion does not apply.

(d) Criterion 13d. Individual education and training is current. The CGSC curriculum is constantly being evaluated as part of its Accountable Instructional System (AIS) evaluation process. This process integrates lessons learned as a key component to ensure the curriculum is current, relevant, and adaptable to meet the needs of students and the operational Army. This process extends

from individual lessons to courses that are created, updated, and approved by the subordinate schools.

CGSC schools use a variety of resources to integrate lessons learned into the curriculum. The Center for Army Lessons Learned (CALL) and the Center for Joint Lessons Learned (CJLL) are two of the primary resources used by the college for integrating lessons learned, preparing information briefs, and enhancing programs and courses. CGSC schools use these resources in varying degrees to generate discussion in the classroom, for research purposes, and in developing and updating their courses. Lessons learned are also integrated into the curriculum through aggressive guest speaker programs, faculty and student exchange programs, various partnerships and outreach programs, teleconferencing, interviews and back briefs from officers returning from TCS, and other active information gathering practices designed to maintain currency and relevancy.

One of the principal sources for lessons learned comes from the students. The use of Socratic and case teaching methodology enable open exchange in the classroom between students and faculty. This encourages deep discussion enhancing the learning environment where students and faculty may learn from each other. With more than 50 percent of our students having combat experience, this becomes one of the college's preeminent sources for lessons learned.

Many lesson authors and instructors subscribe to the CALL Newsletter and encourage their students to use the CALL website during class projects. Some courses also require their students to interface with CALL analysts. The Blackboard web-based curriculum has included a hot link to CALL on its electronic content management system. This link enables all faculty and students to access CALL from their electronic learning environment. Instructors tend to use Combined Arms Research Library technology to conduct open source searches of e-information for expanded perspectives contributing to wider classroom discussion.

(e) Criterion 13e. Individual education and training is relevant. Students participate in a series of exercises developed based on (COE) and used to evaluate their mastery of concepts taught at CGSC. These exercises are conducted so that students do all the planning and

execution, as well as man the opposing forces and white cell for each exercise. These scenarios place them in a Joint, combined, highly complex environment with many opportunities to think critically, identify and solve problems.

(f) Criterion 13f. Individual education and training is effective and efficient. The CGSC measures successful professional military education on a variety of levels including in-school, before officers graduate, and after officers leave and assume new responsibilities. The College relies on analyzing data collected through direct and indirect means. Faculty members collect student learning information through direct means while the Quality Assurance Office collects information through indirect means. Internal evaluation identifies academic strengths and weaknesses analyzing feedback from students and faculty. External evaluation solicits feedback from graduates, their supervisors, and senior military leaders to determine if and how well the program meets the Department of the Army's (DA) needs.

Assessment plans are directly tied to learning objectives. Assessment standards are established that best 'measure behaviors' required to meet course learning objectives. The CGSC refers to assessment as either formative or summative in nature. CGSC defines formative assessment as ongoing, mentoring, and counseling. Summative assessment is final, graded, and measures overall comprehension, competency, and skill mastery. CGSC Assessment tools include: 1) classroom participation, 2) case study analysis and briefings, 3) in-class exams, 4) practical exercises, 5) multiple briefings, 6) essays, 7) planning products, 8) classroom and practical exercise observations.

Data is constantly gathered through interviews, internal and external surveys, focus groups, and observations. Participants are required to self-assess, provide and receive collegial feedback, and are given instructor and subject matter expert feedback.

(g) Criterion 13g. Individual education and training products address safety hazards, environmental considerations, and risk assessments in the education and training material. IAW AR 350-1, 1-21, CGSC faculty 1) Identify any hazards to the students. Consider all aspects of current and future situations, environment, and known

historical problem areas. 2) Assess hazards to determine risks. Assess the impact of each hazard in terms of potential loss and cost based on probability and severity. 3) Develop control measures that eliminate the hazard or reduce its risk. As control measures are developed, risks are reevaluated until all risks are reduced to a level where benefits outweigh potential cost. 4) Put controls in place that eliminate the hazards or reduce the risk. 5) Enforce standard and controls. Evaluate the effectiveness of controls and adjust and update as necessary.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

k. **Standard No. 14:** Proponent institution develops and provides valid and reliable criterion-referenced tests and performance evaluations.

(1) The CGSC meets this standard. Each learning objective in a course must be properly evaluated. The course author determines how to assess the accomplishment of each objective. For example, do you want the student to explain a concept, conduct a briefing, develop a solution to a problem, or what? The design of the assessment plan provides the framework for the develop phase. The course author finalizes the assessment plan and assessment instruments during the develop phase of the AIS process.

STEP 1: Analyze each learning objective. What assessment methods are appropriate; e.g., written, role-play, practical exercise, presentation? What does the verb indicate? Is the joint objective included?

STEP 2: Determine how to measure each learning objective; there could be more than one way to measure the objective.

STEP 3: Develop a sample assessment item for each terminal, enabling, and joint learning objective. Assessment items are not limited to pen and pencil examinations; they may include briefings, plans, papers, skits, role-play exercises, tasks, products, etc.

IMPORTANT: Update the assessment plan at the end of each phase of the AIS process. An outdated assessment plan may not appropriately measure the objective.

(a) Criterion 14a. Test items and performance measures are criterion-referenced, performance, or performance based; match conditions, actions, and standards of objectives and measure actual on-the-job performance to the maximum extent possible; and measure performance evaluation tools. Assessment measures that are designed to determine how well the student achieves a given standard are criterion referenced instruction (CRI) measures. Basically there are three types of CRI assessment measures: written products, simulation, and performance based measures. The type of assessment used is determined by the objective being accomplished (CGSC Course Authors Handbook, Appendix B p. 1).

It is critical that CGSC schools develop assessment instruments that clearly measure the course learning objectives. The level of learning for the TLO/ELO tested is the determining factor in the type of assessment instruments you should develop. For example, if the level is "evaluation" then, an assessment item measuring their ability to evaluate situation or product is required (CGSC Course Authors Handbook, Appendix B p. 1).

The level of learning for the TLO/ELO tested is the determining factor in the type of assessment instruments developed (CGSC Course Authors Handbook - Appendix B p. 1).

(b) Criterion 14b. Tests and performance evaluation tools measure all TLOs for lessons covered by the test, are included in or provided to support lessons, and were validated. Assessment plans are directly tied to learning objectives. Assessment standards are established that best 'measure behaviors' required to meet course learning objectives. The CGSC refers to assessment as either formative or summative in nature. The CGSC defines formative assessment as ongoing, mentoring, and counseling. Summative assessment is final, graded, and measures overall comprehension, competency, and skill mastery. CGSC Assessment tools include 1) classroom participation, 2) case study analysis and briefings, 3) in-class exams, 4) practical exercises, 5) multiple briefings, 6) essays, 7) planning products, 8) classroom and practical exercise observations.

Once the desired outcome of instruction is determined, next measure student accomplishments. Write an assessment plan. The learning objectives tell what performance is

expected, under what conditions, and to what extent. To attain acceptable performance, the student must meet or exceed the standards specified in the learning objective's standard statement (CGSC Course Authors Handbook, Chapter III-6).

During the development phase of the AIS, course/lesson authors create and develop course materials. Actions in this phase produce validated course materials and products required for accomplishing organizational, course, block goals and lesson objectives. The Development Phase also produces student assessment instruments designed to measure the Learning Objectives/Terminal Learning Objectives and Enabling Learning Objectives and target audience learning based on the identified Learning Domain (Cognitive) and Level of Learning from the Cognitive domain.

(c) Criterion 14c. Test/Test item analysis was conducted and validity and reliability results were/are being applied to the tests. The Individual Objective Analysis Report (IOARs) and Lesson Outline templates are required documents for each Terminal Learning Objective and Supporting Enabling Learning Objectives of each Block as a required product of the Analysis Phase. The Instructional Department Subject Matter Experts and/or External Subject Matter Experts provide Individual Objective Analysis Report data. Curriculum Developers, Department Editors, and Curriculum Operations finalize required reports based on electronic input from instructional departments. Lesson Outline becomes the Audit Trail Document created from the IOARs which in turn is the basis for the actual lesson plans. These two completed documents provide the information required for obtaining all resources from Training Operations and Management Activity (TOMA)-TRADOC during the Structured Manning Decision Review (SMDR) conducted annually.

(d) Criterion 14d. Institution develops and provides a Student Evaluation Plan (SEP) for each course. Chapter III-6 of the CGSC Course Authors Handbook requires every author to write an assessment plan to measure student success. Learning objectives tell what performance is expected, under what conditions, and to what extent. To attain acceptable performance, the student must meet or exceed the standards specified in the learning objective's standard statement. Each learning objective in a course must be properly evaluated. Authors determine how to

assess the accomplishment of each objective. For example, will the student explain a concept, conduct a briefing, develop a solution to a problem, or what? The design of the assessment plan provides the framework for the develop phase. Course authors finalize the assessment plan and instruments during the develop phase of the AIS process.

(e) Criterion 14e. TD proponent develops and provides a test administration guide for each test. Curriculum authors develop assessment instruments that match learning objectives and learning levels. They design the assessment instrument to determine how well the student accomplishes the objective, NOT how well the student performs compared to other students. The assessment options include paper and pen assessment methods, observations of the learning objective (for example, develop orders, participate in group assignments, conduct research, etc.), briefings, group projects, practical exercises, etc. The key factor is that the student is evaluated against the learning objectives--how well he/she accomplishes the task given specific conditions, defined standards, and an identified level of learning. Once this has been accomplished, the course/lesson author then develops a solution guide for instructors. For example, an answer sheet with correct responses may be appropriate for most written measures. However, it may be important to provide more feedback than just percentage of correct answers. Let the students know, for example, that they answered correctly all of the questions dealing with determining fuel consumption needs, but only 50 percent of the questions about ammunition correctly. The type of assessment measure and the degree of feedback desired will determine how detailed the solution guide will be. The CGSC provides guidance for assessment booklets that identify basic components required for assessment. Each school uses the CGSC requirements as the foundation for its assessment guidelines. The following information provides guidance to help prepare an assessment booklet:

STEP 1: Develop student instructions for completing the assessment instrument. The instructions must clearly convey the Purpose of the assessment, Time allowed to complete the assessment, Procedure for recording answers, and Point value for each item. Indicate if penalty points will be assigned for incorrect responses. Conditions under which the assessment instrument is to be completed (for example, in class, at home, as a group, independently,

etc.).

STEP 2: Develop the assessment booklet. Leave enough space for the student to write an answer. Provide adequate space so the answer appears on the same page as the item. Do not divide items between pages unless the alternatives or space for an answer continues on a facing page. Ensure the following statement is printed on the first page: NOT TO BE REPRODUCED WITHOUT WRITTEN PERMISSION OF THE CGSC. Ensure the following statement is the first and last information on each page: FOR FACULTY USE ONLY UNTIL PRESENTATION. Print the assessment booklet on yellow paper.

(f) Criterion 14f. Pretests are incorporated into the Interactive Multimedia Instruction programs. There are no pretests in the current version of our IMI courses.

(g) Criterion 14g. Institution maintains control over the tests to include inserting test control and administration procedures in the Course Management Plan and with tests and developers handle and store tests IAW regulatory guidance. The CGSC uses BlackBoard as the learning management system. All users must sign into the system via AKO username and password. All curricular materials including test items are therefore stored safely behind the AKO firewall.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

1. **Standard No. 15**: Institution develops, distributes, and/or presents equivalent individual education/training to Active Army (AA) and Reserve Component (RC) Soldiers.

(1) The CGSC meets this standard.

(a) Criterion 15a. Learning institution produces education/training products that are designed/developed to train AA and RC Soldiers performing the same job to perform the same tasks and to perform them to the same prescribed standard. The only course that has a non-resident mode of delivery is Intermediate Level Education. The non-resident version uses the same curriculum as the resident version. AA and RC officers attend SAMS and SCP in residence.

(b) Criterion 15b. Learning institution presents the education/training using or based on the same or

equivalent courseware for all applicable courses to AA and RC Soldiers performing the same job. The non-resident versions of Intermediate Level Education use the same course materials as the resident course.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

m. **Standard No. 16:** Institution has an effective system in place to manage the identification of resources for training and doctrine development and conduct of training.

(1) The CGSC meets this standard. However, the CGSC does not have doctrine development, so this part of the standard does not apply. In addition, CGSC does not use TD2.

(a) Criterion 16a. The institution provides operational guidance and resource management controls. The CGSC has a resource management office which reports to the CAC DCSRM. The CGSC office assists the College with resource requirements and provides current guidance to staff and faculty regarding resource information.

(b) Criterion 16b. The institution prepares and provides input the Concept and Doctrine Development Plan. The CGSC does not develop doctrine; therefore, this criterion does not apply.

(c) Criterion 16c. The institution captures all workload in the Training and Doctrine Development-Quality Assurance Workload Management System (TD2-QA). Resources required to implement the education and training were identified and included in appropriate documents. Individual education and training course resource requirements are entered into the Automated Systems Approach to Training (ASAT). Long-range resource requirements in the training strategies are included. The CGSC does not use TD2-QA. The program was last used in 2005. The CGSC courses are entered into ASAT for resourcing; however, the program is not conducive to education courses.

(d) Criterion 16d. The proponent uses TD2-QA to prepare and maintain TD project management for all ongoing TD projects and products, a current proponent TD plan, and

a concept and doctrine development plan. The CGSC does not use TD2-QA. This program is not educationally beneficial for CGSC.

(e) Criterion 16e. The proponent incorporates education/training development, implementation, and management workload into higher headquarters workload reports. The CGSC does not use TD2-QA.

(f) Criterion 16f. The institution participates in the SMDR/TRAP process. The CGSC Academic Operations Division of the Dean of Academics works with the CAC Resource Manager for these requirements.

(g) Criterion 16g. The institution enforces the application of the Systems Approach to Training (SAT). The SAT is for training institutions; CGSC is an educational institution and uses the Accountable Instructional System (AIS) based on the adult learning method for courseware analysis, design, development, implementation, and evaluation.

(h) Criterion 16h. Institution management of education/training contracts results in quality products. The CGSC does not develop products; however, we do use contractors to instruct and develop courseware for Web-based delivery.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

3. Training.

a. **Standard No. 17:** Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.

(1) The CGSC meets this standard.

(a) Criterion 17a. Current proponent Course Management Plan (CMP) is available for courses presented. The US Army CGSC used the AIS as a curriculum management tool. All courses are also input into the ASAT course management system.

(b) Criterion 17b. Current doctrinally correct proponent course material is available and being used to teach the course. Based on the post-instructional conference conducted after each iteration of the course, course authors ensure they have the most current doctrinal products for inclusion in the next iteration of the course.

(c) Criterion 17c. Institution uses proponent-approved course materials. The Deputy Commandant approves all course material used in each course taught by CGSC.

(d) Criterion 17d. Course material includes all current mandated training requirements identified as common tasks and designated for the particular course. The Army and the Joint Staff have regulations and specific requirements that intermediate-level students must adhere to. Consequently, CGSC ensures that this guidance and mandated requirements are integrated into the appropriate courses. For example, ILE must contain all joint learning objectives for intermediate-level officers. The SCP must ensure command guidance is integrated into its command preparation courses.

(e) Criterion 17e. Instructor has immediate access to a current copy of all current, approved handouts/materials for the lesson being taught. All course materials are on Blackboard; hence, resident and non-resident instructors have access to the materials.

(f) Criterion 17f. If course materials are not consistent with current published doctrine, training institution informs proponent training development element and makes appropriate changes only after receiving approval. As part of the AIS, course authors receive updates and make changes to the courseware as appropriate.

(g) Criterion 17g. Institution administers tests and other performance evaluations in accordance with guidance. All lessons include a thorough assessment plan to be implemented by the faculty. The courses are periodically monitored by the leadership ensuring the curriculum is being implemented in an authorized and appropriate manner.

(2) The CGSC implemented all recommendations from this standard in the 2005 visit.

b. **Standard No. 18:** Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.

(1) All instructional material is either the same or is derived from and parallels the resident material based on delivery method. The CGSC meets this standard.

(a) Criterion 18a. Training to standard. Each instructor complies with techniques of delivery and methods of instruction. The CGSC reviews this information as part of the accreditation of the RC TASS battalions. The CGSS ensures that the resident and satellite campus instructors comply with the method of instruction prescribed in the lesson plan.

(b) Criterion 18b. Coaching and counseling. As part of faculty train-up, instructors understand the method of instruction necessary for each lesson. This is the quality control mechanism used by the schools and departments to ensure the instructors teach the lesson as prescribed. In the non-resident format, the accreditation of the TASS battalions includes observation of instruction to ensure the lesson is taught as prescribed.

(c) Criterion 18c. Instructors demonstrate the Army values. Instructors demonstrate Army Values in how they maintain an Adult Learning Environment as demonstrated via the observations filed in the Faculty Feedback and Development process.

(d) Criterion 18d. Instructors meet qualifications and have evidence of having met proponent technical certification requirements. The instructor portfolio books show all the required documentation for certification. The Faculty and Staff Development (FSD) Office also maintains a data base. The TASS classroom sites have a visitor's book that reflects all the qualification and certification requirements, and the TASS instructors present their portfolio books for accreditation visits.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

c. **Standard No. 19:** Students can perform to the prescribed learning objective standards.

(1) The CGSC meets this standard. The CGSC has a graduate definition of students who attend courses at the College. In addition, each school has graduate definitions of what each student should attain upon course completion. The QAO conducts surveys of graduates and their supervisors to ensure the definitions are correct.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

d. **Standard No. 20:** Institution provides required personnel, equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training material, testing materials and controls, consumable supplies, and references as prescribed.

(1) The CGSC meets this standard, with the exception of ammunition and pyrotechnics. The CGSC does not use those in the delivery of education.

(a) Criterion 20a. Institution complies with established instructor-to-student and student-to-equipment ratios. All CGSC seminar groups have no more than 16 students. In addition, CJCSI 1800.01C, *Officer Professional Military Education Policy (OPMEP)*, 22 Dec 05, mandates a 4:1 student-to-faculty ratio for resident ILE.

(b) Criterion 20b. Required equipment listed in POI/TSP for courses in session was requested from appropriate agencies/headquarters on time IAW applicable local procedures. The CGSC uses the required processes in place to ensure all students and faculty have the requisite equipment to ensure course completion.

(c) Criterion 20c. Required ammunition and pyrotechnics listed in POI/TSP for classes in session were requested from appropriate agencies/headquarters IAW applicable local procedures. The CGSC does not require ammunition or pyrotechnics in any course taught at the College; therefore, this criterion does not apply.

(d) Criterion 20d. The education/training institution has forecast and ordered all course-required training support materials and references for courses in session. All training support material is found on Blackboard based on updates to the curriculum.

(e) Criterion 20e. The education/training institution maintains an account with DA administrative publications system. Staff, faculty, and students can access US Army Publications Activity (USASPA) for publications.

(f) Criterion 20f. Required training support materials, consumable supplies, and references are distributed to conduct the training IAW course documentation. The faculty and students have the requisite materials to conduct their classes. In addition, the non-resident ILE faculty and students receive their course materials from the Command and General Staff School's Department of Distance Education.

(g) Criterion 20g. The education/training institution has sufficient multi-media, word processing, and internet capabilities for training development. The CGSC ensures that each staff and faculty member has a current model computer with access to Internet, Blackboard, SharePoint, and other multimedia to fulfill job requirements.

(h) Criterion 20h. The institution has a waiver from the proponent to use other than POI/TSP-prescribed ammunition, pyrotechnics, and equipment. The CGSC does not require ammunition and pyrotechnics; therefore, this part of the criterion does not apply. The CGSC does not use equipment other than information technology equipment in courses taught at the College.

(i) Criterion 20i. All equipment/TADSS listed in the POI are maintained in a serviceable (operable) condition IAW applicable technical manual and are available and serviceable when needed. The CGSC maintains all equipment necessary to conduct classes.

(j) Criterion 20j. The institution controls tests IAW regulatory guidance. The BlackBoard system has firewalls for security purposes. All tests are on BlackBoard.

(k) Criterion 20k. The institution maintains material inventories adequate to provide the required education/training when needed. The CGSC ensures future classes will have the required equipment when needed.

(l) Criterion 201. The institution has adequate tasking and scheduling procedures to ensure equipment is on hand to support training. The CGSC ensures that all equipment needed to conduct classes is on hand for each course. In addition, the non-resident ILE courses work with CGSS to ensure they have the similar equipment needs met for their classes.

(m) Criterion 20m. The institution provides required training resources to instructors when and where needed. The CGSC ensures all faculty, resident and non-resident, have the required resources they need to conduct their classes.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

4. Materiel. **Standard No. 21:** Institution develops and uses Systems Training Plans (STRAP) IAW published guidance. The CGSC does not develop STRAPs; therefore, the standard does not apply.

5. Leadership.

a. **Standard No. 22:** Institution's climate, culture, and curriculum foster development of leaders of character and presence.

(1) The CGSC meets this standard.

(a) Criterion 22a. Army values, empathy, and warrior ethos are clearly reflected in the learning environment, and are exhibited by faculty/cadre. The CGSC mission statement includes these tenets, and they are incorporated into the learning environment.

(b) Criterion 22b. Institution faculty/cadre foster the development of military bearing, physical fitness, composure, confidence, and resilience by setting an appropriate example for students. All faculty, military and civilian, present a professional bearing in the classroom and in their dealings with students.

(c) Criterion 22c. The institution provides adequate opportunity for students to display character and presence. The curricula for all CGSC schools contain leadership instruction and opportunities for students to

practice their leadership skills. One of the departments under the Command and General Staff School is the Department of Command Leadership (DCL). The DCL provides the leadership instruction for ILE and assists SAMS and SCP when required.

(d) Criterion 22d. Developmental counseling provides students constructive feedback on character and presence. Faculty coach and mentor students as part of their responsibility.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

b. **Standard No. 23**: Institution's climate, culture, and curriculum foster development of leaders with intellectual capacity.

(1) The CGSC meets this standard

(a) Criterion 23a. Mental agility is clearly integrated throughout the curriculum reflected in the institution's policies and processes, and exhibited by staff and faculty/cadre. Critical thinking is a competency that all students must possess; the curriculum fosters that competency. In addition, faculty are encouraged to improve their own critical thinking skills through study and reflection.

(b) Criterion 23b. Institution's faculty/cadre foster the development of sound judgment, innovation, and interpersonal tact by setting an appropriate example for students. The CGSC faculty are the "center of gravity" for the College; as such, they display a professional quality at all times. They instill this in their students through mentoring and coaching.

(c) Criterion 23c. The curriculum provides adequate opportunity for students to display sound judgment, innovation, and interpersonal tact. In group exercises, students must learn to deal with personalities of their classmates. This is the ideal time to practice good leadership with tact and judgment.

(d) Criterion 23d. Developmental counseling provides students constructive feedback on their mental agility, judgment, innovation, and interpersonal tact.

Faculty mentor their students regularly and give them constructive feedback on their assignments, briefings, and group work. Through coaching, they allow their students to discover their own strengths and weaknesses.

(e) Criterion 23e. Institution has processes to identify relevant domain knowledge including tactical, technical, joint, cultural, and geopolitical knowledge. Because CGSC is an intermediate-level college, students who attend ILE are awarded Joint Professional Military Education (JPME) Phase I upon completion of the course. In addition, SAMS and SCP also include these domains in their courses as well.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

c. **Standard No. 24:** Institution's climate, culture, and curriculum foster development of leaders who lead, develop, and achieve.

(1) The CGSC meets this standard.

(a) Criterion 24a. The institution provides adequate opportunity for students to lead other Soldiers or Army civilians. The curriculum of CGSS, SAMS, SCP, and AMSC is structured to provide opportunities for students to lead. Students are graded on how well they lead their groups on projects and briefings.

(b) Criterion 24b. The institution provides adequate opportunity for students to extend influence beyond the chain of command. An initiative instituted by the CGSC Commandant requires that students conduct media opportunities with local communities. This showcases their leadership abilities as well as their skills in working with the media and with others outside the realm of the classroom.

(c) Criterion 24c. The institution recognizes that leadership by example happens whether intended or not, and takes actions to ensure that NCOs, officers, and Army civilian leaders—including students, staff, and faculty—display character and demonstrate competence at all times. Although the CGSC staff and faculty are predominately civilian, nevertheless, both civilian and military staff and faculty present a professional appearance and attitude.

They also realize that their leadership is observed by students attending courses and strive to be professional at all times. The faculty has been deemed the "center of gravity" for the College, and they work each day to live up to that expectation.

(d) Criterion 24d. The institution provides adequate opportunity for students to improve their ability to communicate by listening actively, to state goals for actions orally or in writing, and to ensure shared understanding. These opportunities are found throughout the curricula of the four CGSC schools. With adult learning, students take responsibility and share their ideas with their classmates. Discussion is lively as well as informative. Faculty serve many times as facilitators during these discussions.

(e) Criterion 24e. The institution provides adequate opportunity for students to create a positive environment that fosters teamwork, cohesion, initiative, and responsibility. The curricula include group work activities for students to act as teams. Each seminar group of 16 works and responds as a team throughout the course. In the shorter-length courses, teamwork is also integrated into the curriculum.

(f) Criterion 24f. The institution provides adequate opportunities for students to plan for mission and task accomplishment, manage resources, and put the plan into action. During the logistics instruction of ILE, students do planning and the associated steps that make up the process.

(g) Criterion 24g. The institution provides adequate opportunity for students to provide direction, guidance, and priorities to get things done. One of the primary goals of CGSC is to help field grade officers improve critical thinking and their ability to apply the Military Decision Making Process (MDMP) in order to develop courses of action that solve complex problems. The ultimate validation of their attainment of these crucial skills and knowledge occur throughout the curriculum where application is required during the numerous exercises, vignettes, written products, and case study activities in all CGSC schools.

(h) Criterion 24h. The institution provides adequate opportunity for students to accomplish missions by monitoring collective performance, reinforcing good performance and implementing systems to improve performance where needed. The assessment of each block of instruction includes areas of strengths and weaknesses based on student performance. Each faculty member counsels and coaches his or her students on their performance.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

6. Personnel.

a. **Standard No. 25:** Institution hires and sustains an effective civilian work force to support the mission.

(1) The CGSC meets this standard.

(a) Criterion 25a. Institution is maintaining appropriate civilian strength levels. With the decrease of military strength at both the staff and faculty positions, more civilian faculty are being hired to teach, develop curriculum, conduct research, and serve in administrative and executive positions throughout the College. The CGSS must maintain a student-to-faculty ratio of 4:1; a College decision is to ensure that the CGSS faculty percentage target is 70% civilian and 30% military in order to fulfill the regulatory requirement of "sufficient" number of military faculty teaching joint professional military education Phase I.

(b) Criterion 25b. Institution is making hiring decisions within approved timeframe. This is an HHI. Once CGSC submits a position description and request for hiring action to civilian personnel, the time taken to fill the position is not timely. For faculty, this is a serious issue. Faculty need time for train-up of their respective courses and a late hiring poses great problems in getting the faculty member trained and ready to teach.

(c) Criterion 25c. Institution has implemented the TRADOC Civilian Leader Development Program. The CGSC provides civilian training opportunities for its civilian staff and faculty based on need, availability, and funding. Self-development opportunities for faculty are a high priority for the College.

(d) Criterion 25d. Personnel in Career Program (CP) 32 series are assigned to appropriate positions in which they perform tasks relevant to their job series. The CGSC has strived to ensure all personnel in the CP 32 series are performing duties such as curriculum development, instruction, quality assurance, or other academic functions commensurate with their skills and experience.

(e) Criterion 25e. Institution is following published policy and guidance when hiring newly retired members of the armed forces. The CGSC complies with requirements in hiring retired military officer to serve as staff or faculty. Many faculty members are retired officers from the Armed Forces, and they are an asset to the College.

(f) Criterion 25f. Civilian supervisors and staff members have current Individual Development Plans. Most have IDPs; however, there is no CGSC requirement to monitor for compliance.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

b. **Standard No. 26:** Institution properly uses and provides appropriate personnel services support for Soldiers, Families, and retirees.

(1) The CGSC meets this standard.

(a) Criterion 26a. Institution is maintaining appropriate military strength levels. This is an HHI. The CGSC is not receiving all required military for many reasons. Consequently, CGSC has a preponderance of civilian staff and faculty.

(b) Criterion 26b. Institution is providing timely and accurate strength management data in eMILPO. The CGSC does not use eMILPO directly; our Personnel Support Cell works with the installation Adjutant General Office for military strength management in eMILPO.

(c) Criterion 26c. Institution has enough enlisted and officer doctrine writers. The CGSC does not develop doctrine; therefore, this criterion does not apply.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

c. **Standard No. 27:** Institution has a program and processes in place to develop staff and faculty.

(1) The CGSC meets this standard. Other accreditation agencies such as PAJE and NCA have lauded CGSC's Faculty Development Program.

(a) Criterion 27a. The institution has a staff and faculty development program office or a representative that coordinates with the installation SFDP office for support. The CGSC Faculty and Staff Development Division supports all resident and non-resident faculty and staff with a four-phased faculty development program outlined in CGSC Bulletin No. 7.

(b) Criterion 27b. The institution ensures all assigned personnel performing duties relating to the conduct or development of training or to the management of the conduct or development of training receive job-oriented training that provides the competencies needed to do their jobs successfully. This requirement/support is Faculty Development Phase 2. Each department/school designs and implements this training support.

(c) Criterion 27c. The institution develops and implements policy and procedures for instructor certification IAW TR 350-70. This policy follows TR 350-70 and CGSC Bulletin No. 7.

(d) Criterion 27d. The institution conducts periodic and comprehensive instructor evaluations, coupled with remedial programs IAW regulatory guidance. Each department/school/team leader observes and evaluates their faculty to support instructor competencies. Departments partner with faculty to prescribe individual development plans.

(e) Criterion 27e. The institution has an instructor recognition program to promote professionalism. CGSC competes in the annual TRADOC instructor of the year program. The College also recognizes faculty who have published articles/books and wish to compete for Golden/Silver Pen awards.

(f) Criterion 27f. The SFDP office develops local policies and procedures for conducting staff and faculty development. The CGSC Faculty and Staff Development Office (FSD) implements a four phased faculty development program per CGSC Bulletin No. 7.

(g) Criterion 27g. The SFDP office surveys the institution's staff and faculty to identify training and education requirements. The CGSC FSD works with QAO with surveys, and communicates with departments, schools, and Teaching Committee to identify needs.

(h) Criterion 27h. The SFDP office ensures training developers, training managers, and quality assurance personnel meet certification requirements. All curriculum developers must be FDP3 (author's course) certified.

(i) Criterion 27i. The SFDP office coordinates with the CP 32 manager and center/school management to provide training opportunities for TRADOC-directed courses, including CP 32 Training Development Middle Manager Course and the Senior Training Manager Course. The CGSC FSD forwards or announces all CP32 offerings coordinated through CAC CP32 representative.

(j) Criterion 27j. The SFDP office coordinates and provides training opportunities for other staff and faculty training needs within funding constraints. The CGSC FSD has expanded and offers a full menu of FDP4 (Continuing professional development opportunities)to include military professional and educational teaching scholar workshops/seminars.

(k) Criterion 27k. The SFDP office maintains staff and faculty student training records. Faculty and Staff Development Division maintains a database of all resident and non-resident faculty development graduates.

(2) Of the five recommendations from the 2005 visit, the CGSC FSD implemented four of them. The CGSC considered but did not implement the recommendation to review the current staff and faculty evaluation program and use TR 350-70 as a starting point. The CGSC FSD uses TR 350-70 guidance as baselines; however, they work with the QAO to design faculty feedback forms.

7. Facilities.

a. **Standard No. 28:** Facilities and environment are conducive to learning.

(1) The CGSC meets this standard.

(a) Criterion 28a. Facilities support and enhance training; they do not detract from training. The Lewis and Clark Center and Eisenhower Hall were specifically designed for education. The Lewis and Clark Center is a state-of-the-art facility with the latest in classroom technology. That same technology is used in Eisenhower Hall for the School of Advanced Military Studies and the School for Command Preparation.

(b) Criterion 28b. IET Soldier students and other Soldiers in training live, sleep, and eat in facilities that meet Army standards. The CGSC has no IET Soldiers; the officer students live in quarters on post or in off-post residences. Both Lewis and Clark and Eisenhower Hall have cafeterias that meet Army standards.

(c) Criterion 28c. Environmental issues do not impair training. The CGSC has no outside training or education events. Both Lewis and Clark and Eisenhower Hall meet environmental standards.

(d) Criterion 28d. Planning for the future: documented facilities strategy and capital investment programs show timelines and funding requirements. Capital upgrades are being planned for Eisenhower, Flint, and Muir Halls to support CES and APFRI.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

b. **Standard No. 29:** Ranges, Training Areas, and Training Aids, Devices, Simulators, and Simulations (TADSS) support the institution's training requirements. The CGSC has no training ranges; therefore, this standard does not apply.

8. Infrastructure. **Standard No. 30:** Center or Independent School collaborates effectively across the DOTMLPF domains to enhance training and training development.

(1) The CGSC meets this standard.

(a) Criterion 30a. Training developers participate in a governing structure (i.e., ICT/ICDP) to enhance DOTMLPF coordination. Curriculum developers are part of curriculum working groups to ensure all areas of DOTMLPF are included in the development process.

(b) Criterion 30b. Center/School leverages technologies to facilitate coordination of the DOTMLPF management, as applicable. The CGSC ensures that classrooms contain the most current technology; this was part of the Lewis and Clark Center specifications. In addition, CGSC has life-cycle replacements for staff and faculty computers.

(c) Criterion 30c. Center/School plans and executes collaborative solutions to bridge training gaps across all applicable DOTMLPF domains. As part of the AIS, post-instructional conferences and course design reviews are scheduled after course completion to evaluate course success and identify needed changes.

(d) Criterion 30d. Center/School has identified responsible POCs for each DOTMLPF domain. The CGSC has responsible personnel identified for each DOTMLPF domain.

(2) The CGSC has no recommendations on this standard from the 2005 visit.

DEPARTMENT OF THE ARMY
US ARMY COMMAND AND GENERAL STAFF COLLEGE
COMMAND AND GENERAL STAFF SCHOOL
100 STIMSON AVENUE
FORT LEAVENWORTH, KANSAS 66027

REPLY TO
ATTENTION OF

ATZL-SWG

MEMORANDUM FOR Director, CGSC Quality Assurance Office

SUBJECT: Findings for Command and General Staff School (CGSS) Self-Assessment Report

1. References:

a. Memorandum, TRADOC, ATCS-Q 2007 subject: TRADOC Quality Assurance Program Policy and Guidance for Accreditation of Army Education and Training.

b. TRADOC Accreditation Recommendations for CGSC, 26 January 2005.

c. TRADOC Accreditation Standards and Guide, 26 June 2006.

2. Executive Summary. The Command and General Staff School (CGSS) educates and trains intermediate level Army Officers, Sister Service Officers, International Officers, and Interagency leaders prepared to operate in full spectrum Army, joint, interagency, and multinational environments as field grade commanders and staff officers. All Majors complete the Intermediate Level Education (ILE) Common Core and career field credentialing. ILE plus credentialing meets the OPMEP requirements for JPME1 and prepares officers for the next ten years of their careers.

3. Detailed findings.

a. CGSS Self-Assessment for ILE is Encl 1. Standards 14-O, 15-O, 17-T/L, 19-T/L, 20-T/L, and 30-I are addressed. All other domain functions are the purview of the U.S. Army Command and General Staff College.

b. Self-Assessment for 11th BN/95th Regt (OES) is Encl 2.

c. Self-Assessment for 11th BN/108th Regt (OES) is Encl 3.

d. Self-Assessment for OES BN, 3747th MFTB-E is Encl 4.

ATZL-SWG
SUBJECT: Findings for CGSS Self-Assessment Report

4. The points of contact for this report are LTC David Dusterhoff at 913-684-7336 (DSN 552) or E-mail at david.dusterhoff@us.army.mil, or Ms. Janetta Harris at 913-684-7304 (DSN 552) or E-mail at janetta.harris@us.army.mil.

WILLIAM M. RAYMOND, JR.
COL, FA
Director, CGSS

4 Encls
1. Self Assessment for CGSS ILE
2. Self Assessment for 11th BN/95th Regt (OES)
3. Self Assessment for 11th BN/108th Regt (OES)
4. Self Assessment for OES BN, 3747th MFTB-E

14-O	Proponent Institution develops and provides valid and reliable criterion-referenced tests and performance evaluations.	Met	Not Met	Comments
	a. Test items and performance measures:			
	(1) Are criterion-referenced, performance, or performance-based.	X		CGSS administers criterion-referenced or performance-based tests. For criterion tests, students are aware of the grading policies, which are stated in the advance sheets, and the course requirements and the rubrics for each. CGSS also administers norm-referenced tests, the Nelson–Denny and Prentice Hall Tests. The Nelson-Denny Reading Test measures vocabulary, comprehension, and reading rate. The Prentice Hall Diagnostic Test measures spelling, punctuation, grammar, and sentence structure. Neither test counts as a grade; they are used to assess the students' communicative skills. If a student receives a low score, he/she can receive tutorial help.
	(2) Match conditions, actions, and standards of objectives and measure actual on the-job performance to the maximum extent possible.	X		All assessments match the action, conditions, and standards of the learning objectives. Exercises assess on-the-job performance requirements. Exercises include: JOPP, MDMP, W199, W299, and W399.
	(3) Measure performance at the applicable level or above.	X		Every learning objective contains a level of learning using Bloom's taxonomy. The tests match the learning objective, which utilize the appropriate learning level.
	b. Tests and performance evaluation tools:			

	(1) Measure all TLOs for lessons covered by the test.	X		All TLOs are measured by an assessment technique. These techniques include but are not limited to: tests, essays, research papers, individual briefings, group presentations, class participation, case studies, and interviews. See Enclosure 1.
	(2) Are included in or provided to support lessons.	X		Every lesson plan includes a detailed assessment plan listed in Appendix A in the Block Advance Sheet.
	(3) Were validated.	X		All lesson/block authors are subject matter experts (SMEs) in their area of instruction. Lesson/block authors develop the tests via the AIS process and coordination with QAO staff members and ensure the tests accurately measure students' knowledge of the subject.
	c. Test/Test item analysis was conducted and validity and reliability results were/are being applied to the tests. (Developers have documentation of changes made based on test/test item analysis.)	X		CGSC has a statistician, Dr. Dave Bitters, who works in the Quality Assurance Office (QAO). Dr. Bitters conducts validity and reliability tests on rubrics and instruments as well as faculty and student surveys.
	d. Institution develops and provides a Student Evaluation Plan (SEP) for each course.	X		Each lesson plan has an assessment plan (SEP) which describes all graded requirements for the course and includes the rubrics that are used for the requirements. Additionally, all assessments are developed via the AIS process and are approved the by DC.

	e. TD proponent develops and provides a test administration guide for each test.	X		CGSS has a curriculum development team. Lesson/block authors and curriculum developers develop the tests, and certified instructors administer the tests. Test development and administration is IAW CGSS Policy Memorandum No. 3 dated 10 April 2007, which supplements CGSC Bulletin No. 3, *Academic Assessment, Graduation and Awards Policy.*
	f. Pretests are incorporated into the Interactive Multimedia Instruction (IMI) programs.	NA		CGSS does not have pretests for IMI programs. IMI programs include but are not limited to battle command systems such as GCCS, C2PC, MCS, and CPOF. The ADL Course (former S Course) does not have a pretest either. For every lesson, there is an introduction module which describes the features of the lesson, to include the objectives, how to maneuver, how to access the main menu, etc.
	g. Institution maintains control over the tests to include:			
	(1) Inserting test control and administration procedures in the Course Management Plan (CMP) and with tests.	X		CGSS does not have a CMP as described in TR Reg. 350-70; however, CGSS has equivalent documentation and processes. Faculty members administer tests IAW CGSS Policy Memorandum No. 3 dated 10 April 2007, which supplements CGSC Bulletin No. 3, *Academic Assessment, Graduation and Awards Policy.*

	(2) Developers handle and store tests IAW regulatory guidance.	X		Instructors handle and store tests IAW regulatory guidance, IAW CGSS Policy Memorandum No. 3 dated 10 April 2007, which supplements CGSC Bulletin No. 3, *Academic Assessment, Graduation and Awards Policy*.
15-O	**Institution develops, distributes, and/or presents equivalent individual education/training to Active Army (AA) and Reserve Component (RC) Soldiers.**	**Met**	**Not Met**	**Comments**
	a. Learning institution produces education/training products that are designed/developed to train AA and RC Soldiers performing the same job to perform the same tasks and to perform them to the same prescribed standard.	X		The Resident course, Satellites courses, and TASS courses use the same learning objectives, and the courseware is continuously analyzed to ensure equivalency. QAO evaluates all courses in the same manner. Also, PAJE accredits all courses.
	b. Learning institution presents the education/training using or based on the same or equivalent courseware for all applicable courses to AA and RC Soldiers performing the same job.	X		CGSS presents equivalent courseware for all applicable courses. Delivery of information is different; assessments are somewhat different.
17-T/L	**Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.**	**Met**	**Not Met**	**Comments**
	a. Current proponent Course Management Plan (CMP) (as applicable) is available for courses presented.	X		CGSS does not have a CMP as described in TR Reg. 350-70, but CGSS has equivalent documentation and processes.
	b. Current doctrinally correct proponent course material is available and being used to teach the course.	X		CGSS works closely with CADD to ensure that all course material contains current doctrine and includes the COE.
	c. Institution uses proponent-approved course materials.	X		The Director of CGSS approves all course materials for CGSS after coordinating with the subordinate directors of the academic departments.

	d. Course material includes all current mandated training requirements identified as common tasks and designated for the particular course.	X		CGSS incorporates all mandated training into its curriculum, to include those requirements identified as common tasks.
	e. Instructor has immediate access to a current copy of all current, approved handouts/materials for the lesson being taught.	X		Materials are available in electronic format via Blackboard and SharePoint or are distributed in hardcopy format via Classroom Services and local print plants.
	f. If course materials are not consistent with current published doctrine, training institution informs proponent training development element and makes appropriate changes only after receiving approval.	X		CGSS works closely with CADD to ensure that all course materials are consistent with current published doctrine. CGSS had dedicated QA personnel to help ensure compliance.
	g. Institution administers tests and other performance evaluations in accordance with guidance.	X		CGSS administers tests and performance evaluations IAW CGSS Policy Memorandum No. 3 dated 10 April 2007, which supplements CGSC Bulletin No. 3, *Academic Assessment, Graduation and Awards Policy*.
19-T/L	**Students can perform to the prescribed learning objective standards.**	**Met**	**Not Met**	**Comments**
	Students demonstrate that they can perform the objectives to prescribed standards.	X		There is an assessment for every learning objective. Assessments include but are not limited to: tests, essays, research papers, individual briefings, group presentations, class participation, case studies, and interviews. Instructors use 1009 forms for assessments. CGSS also works very closely with QAO staff members who administer end-of-block surveys. These surveys provide an indication if the standards were met.

20-T/L	Institution provides required personnel, equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training material, testing materials and controls, consumable supplies, and references as prescribed.	Met	Not Met	Comments
	a. Institution complies with established instructor-to-student and student-to-equipment ratios.	X		The instructor-to-student ratio for CGSC is 1 to 4 per OPMEP.
	b. Required equipment listed in POI/TSP for courses in session was requested from appropriate agencies/headquarters on time IAW applicable local procedures.	NA		CGSS has not required additional equipment since the construction of the new Lewis & Clark Center.
	c. Required ammunition/pyrotechnics listed in POI/TSP for classes in session were requested from appropriate agencies/headquarters IAW applicable local procedures.	NA		No course requires ammunition/pyrotechnics.
	d. The education/training institution has forecast and ordered all course-required training support materials and references for courses in session.	X		Block/lesson authors order all course-required support materials and references via Classroom Services. Materials are either printed locally at a printing warehouse on post or through DAPS.
	e. The education/training institution maintains an account with DA Administrative Publications System.	X		CGSS maintains an account with the Defense Automated Printing Service (DAPS). The Army has pushed printing responsibility down to the Schools.
	f. Required training support materials, consumable supplies, and references are distributed to conduct the training IAW course documentation.	X		Classroom Services distributes course materials, supplies, and references.
	g. The education/training institution has sufficient multi-media, word processing, and internet capabilities for training development.	X		CGSS has sufficient multi-media to include Internet, Microsoft Office XP, DVD players, BC Net, VTC capability with cameras, and Macromedia Breeze and Flash for streaming media.
	h. The institution has a waiver from the proponent to use other than POI/TSP-prescribed ammunition, pyrotechnics, and equipment.	NA		No course requires ammunition, pyrotechnics, or additional equipment.

	i. All equipment/TADSS listed in the POI are maintained in a serviceable (operable) condition IAW applicable technical manual and are available and serviceable when needed.	X		All equipment is readily available in the classrooms. The Directorate of Educational Technology (DOET) ensures that all equipment is maintained in serviceable condition and employs certified personnel to fix any technical difficulties. CGSS does not use TADSS.
	j. The institution controls tests in accordance with regulatory guidance.	X		CGSS controls tests IAW CGSS Policy Memorandum No. 3 dated 10 April 2007, which supplements CGSC Bulletin No. 3, *Academic Assessment, Graduation and Awards Policy*.
	k. The institution maintains material (e.g., spare parts, lubricants, student handouts) inventories adequate to provide the required education/training when needed.	X		Classroom Services maintains inventories of course materials such as readings books, reference books, scenario books, etc. The Defense Reutilization Management Office (DRMO) maintains inventories for all spare parts such as computers, printers, old furniture, etc.
	l. The institution has adequate tasking and scheduling procedures to ensure equipment is on hand to support training.	X		CGSS has dedicated schedulers and online request systems. SGS and G-3 track all external taskers.

	m. The institution provides required training resources to instructors when and where needed.	X		Staff members of the Digital Leader Development Center (DLDC) work with instructors so students can utilize various battle command systems. These include but are not limited to: GCCS, C2PC, MCS, and CPOF. CGSS has dedicated training resources for all systems. All major exercises and practical exercises (PEs) have faculty train-up sessions. Faculty Staff Development (FSD) offers instructor certification classes and professional development classes every month; these classes include FDP 1, FDP 2, FDP 3, and FDP 4.
30-I	**Center or Independent School collaborates effectively across the DOTMLPF domains to enhance training and training development.**	**Met**	**Not Met**	**Comments**
	a. Training developers participated in a governing structure (i.e., ICT/ICDP) to enhance DOTMLPF coordination.	NA		Block authors and curriculum developers ensure that the curriculum is integrated along themes: Foundations, Operational Environment, JIIM Capabilities, Joint & Army Doctrine, Joint Functions, and Joint & Army Planning. These themes include DOTMLPF considerations.
	b. Center/School leverages technologies to facilitate coordination of the DOTMLPF training management, as applicable.	NA		The Directorate of Educational Technology (DOET), the Directorate Of Information Management (DOIM), and the Life-long Learning Center (LLC) leverage technologies to facilitate instruction.

	c. Center/School plans and executes collaborative solutions to bridge training gaps across all applicable DOTMLPF domains.	NA		CGSS plans and executes collaborative solutions to bridge educational gaps via team leader meetings, departmental meetings, after-action reviews, post-instructional conferences (PICs), and course design reviews (CDRs).
	d. Center/School has identified responsible POCs for each DOTMLPF domain.	NA		CGSS has SME capability for each DOTMLPF domain. Every academic department has a director, a deputy, a curriculum developer, a block author, and many lesson authors/SMEs. All individuals possess the appropriate credentials and/or certifications.

DEPARTMENT OF THE ARMY

HEADQUARTERS, 11th Bn/95th Regt (OES)
11101 East 24 Highway
Independence, Missouri 64054-1511

REPLY TO
ATTENTION OF:

ARRC-ATC-LBBP

13 November 2007

MEMORANDUM FOR Director, Quality Assurance Office, 3520 Lewis and Clark Canter, Command and General Staff College, 100 Stimson Avenue, Fort Leavenworth, Kansas 66027

SUBJECT: Self Assessment Report for 11th Bn/95th Regt (OES), 2nd Bde (PD), 104th DIV (IT)

1. References:

a. Memorandum, HQ TRADOC, ATTG-CD, Jan 04, subject: TRADOC Quality Assurance (QA) Program and Accreditation of Army Training and Education.

b. CGSC Cir 350-3

2. The 11th Bn/95th Regt (OES) completed a self-assessment on 31 October 2007.

3. ILE-NR and AOWC were evaluated during the self assessment.

4. Enclosed is the self-assessment report highlighting accomplishments, strengths, limitations, deficiencies, corrective actions, new initiatives, training program-related investments, and higher headquarter issues for the conduct of training, training support, and proponent functions based on the TRADOC Accreditation Standards Guide.

5. Attachments to self-assessment report include:

a. Tab A. Commander's Training/Education Guidance, Directives, and Policies.

b. Tab B. Annotated copy of the TRADOC Accreditation Standards List, showing a self-rating for each standard and supporting documentation. For standards not met, include the reason and corrective action (to be) taken.

c. Tab C. Organizational charts, to include names and titles of Directors and Division managers, phone numbers, and e-mail addresses.

d. Tab D. A copy of supporting TDA/TOE.

e. Tab E. Instructions to the Accreditation Team on how to electronically access required documentation for courses that will be observed during the accreditation visit.

f. Tab F. Resource Management documentation.

g. Tab G. All current waivers for the programs being evaluated.

h. Tab H. A summary of the training institution's efforts/initiatives to collect feedback/lessons learned/recommendations from the field and other key stakeholders, and results and actions taken.

i. Include a statement that provides the percentage of currently qualified faculty members.

6. The Team Leader for this self-assessment is LTC Ronald Seabaugh, (573) 979-1319, ron.seabaugh@hillmangroup.com. The POC for scheduling assistance/accreditation visits to this education/training institution is Sonja Brown, SA, (816) 836-0005 x 2169, sonja.brown@usar.army.mil.

STEVEN W. BEIN
LTC, IN, USAR
Commanding

Enclosures

CF: HQ, TRADOC QAO

Self-Assessment Report

For 11th Bn/95th Regt (OES), 2nd Bde (PD), 104th Div (IT)

1. Executive Summary.

The purpose of this document is to report the results of the 11th Bn/95th Regt (OES), 2nd Bde (PD), 104th Div (IT) self-assessment completed IAW Memorandum, HQ TRADOC, ATTN-CD, 31 October 2007, subject: TRADOC Quality Assurance (QA) program and Accreditation of Army Education and Training. Overall, training standards and requirements have been met with some comments. Comments have been annotated on the Staff Group Evaluation Form. IDT and AT training sites along with our instructor team competency continues to be the unit's strength. The transformation process continues to be one of our challenges as we have six new states in our AOR.

2. QA POC

POC for coordination with Accreditation Team is Sonja Brown, SSA, 11th Bn/ 95th Regt.

3. Conduct of Training.

a. Training strengths are our IDT and AT site locations. All facilities meet TASS and CGSC standards. Instruction is performed to TASS and CGSC standards through the lesson plans/POI using the ELM model. The Bn staff continues to provide excellent support.

b. Limitations that hinder training are the lack of some printed materials and poor internet access at some IDT locations.

c. To solve the lack of printed materials, we did prints on all materials that we felt were necessary to help our students and instructors. We are requesting internet access capability.

d. Westminster College and Trinity University were excellent in their support of our program and made it easy for us to conduct our mission. All classrooms met CGSC and TASS requirements.

e. Training initiatives are to ensure all our instructors meet all the ILE educational requirements and to schedule their training at the proponent schools. The proponent school conducts TTT training prior to each IDT and AT sessions. The unit conducts LIW's to ensure all instructors are properly trained and qualified to teach the new AY curriculum.

f. Higher Headquarter Issues are related to the reorganization and transformation process. DDE counselors are not currently aligned with our new organizational structure. Recommendation would be to align the counselors with the regions they support ASAP.

4. Training Support.

a. We have a great working relationship with our AT site locations at Trinity University and Westminster College. Food service was excellent at both locations. Both schools were responsive to our needs and coordinated with us on all matters.

b. Limitations that hindered training support was a lack of printers being available at Trinity University during our AT period.

c. We were not able to get additional printers for our classes at Trinity due to unavailability and not being requested in the contract. We will review and plan to add in coming years.

d. Training and education initiatives are to schedule all instructors who have not met all the ILE educational requirements to the proponent school and become fully certified as ILE CGSC instructors.

e. Higher Headquarters Issues are to resource and budget additional printers and requested printed materials for AT. For IDT locations there is a need for Wi-Fi internet ability at some locations to access the internet so we can avoid getting on internal networks at our IDT locations. There is also a need for upgrading our laptop computers to the latest technology.

5. Proponent Functions.

a. Our proponent agency, Department of Distance Education, Fort Leavenworth, has done an excellent job of providing support and training on curriculum changes. The Train-The-Trainer courses have been professional and have contributed to the success of implementing new AY curriculum. Faculty development classes are available in order for us to qualify our instructors by adding additional slots for this training year.

b. There is a need to schedule both the FDP1 and FDP-ILE classes together instead of scheduling them at different times. We will need additional opportunities to schedule instructors for AOWC training in order to be qualified to teach AOWC.

c. DDE is reviewing the FDP1 and FDP-ILE schedules to see if there is an opportunity to have the FDP-ILE as an immediate follow on school.

d. Current plans are to ensure that there are enough FDP1,FDP-ILE, and FDP Advance classes and slots available for the Reserve Component to meet our goals of qualification for our instructors. The Reserve Component course for CGSOC needs to be more aligned with the Active Component School to ensure that the curriculum and the instruction produce the same level of education.

e. Higher Headquarter Issues are to continue with the current objective at CGSC to revise and update the curriculum to bring the active and reserve component curriculums more in line with each other.

6. General Comments.

Our battalion has continued to successfully complete its ILE mission since the last accreditation period. This past year we initiated the additional AT location at Westminster College in Fulton, MO. The battalion has successfully completed two AT missions, one at Westminster College and one at Trinity University. The battalion also initiated its first AOWC class of instruction at Trinity University. We are currently going through the reorganization and transformation process with the new realignment of the 84th Command.

7. Attachments.

a. Tab A. Commander's Training/Education Guidance, Directives, and Policies.

b. Tab B. Annotated copy of the TRADOC Accreditation Standards List, showing a self-rating for each standard and supporting documentation. For standards not met, include the reason and corrective action (to be) taken.

c. Tab C. Organizational charts, to include names and titles of Directors and Division managers, phone numbers, and e-mail addresses.

d. Tab D. A copy of supporting TDA/TOE and current Manning Report.

e. Tab E. Instructions to the Accreditation Team on how to electronically access required documentation for courses that will be observed during the accreditation visit.

f. Tab F. Not applicable.

g. Tab G. Current waivers.

h. Tab H. Feed back/lessons learned/recommendations.

i. Tab I. Institution's Master Evaluation Plan

TAB B Accreditation Standards (Self Assessment)

Staff Group Evaluation Form

Conduct of Training Standards

Std No.	Standard	Met	Met w/cmt	Not Met	N/A N/O	HHI
1	**Institution complies with established instructor-to-student and equipment ratios.** (16:1 (max) 8:1 (min))		X			
	Overall attendance does not exceed lesson/POI prescribed instructor-to-student or student-to-equipment ratios without a waiver.		X			
	Education/training organization has a waiver from the proponent to use other than lesson/POI-prescribed instructor-to-student or student-to-equipment ratios.	X				
	There is documentary evidence that the organization has taken steps to alleviate the problem when class size limitations are violated repeatedly.	X				
2	**Instructors meet qualifications and have evidence of having met proponent technical certification requirements.**		X			
	Instructor Major or above	X				
	Meets Ht/Wt and APFT requirements (DA Form 705 & 5501 if required)	X				
	FDC phase I (completion certificate)		X			
	FDC ILE completion certificate (portfolio book) (only for ILE classes)		X			
	FDC phase II (six-month internship)		X			
	SMP signed by Bn CDR		X			
	Graduate of CGSC (diploma or 1059)		X			
	5K Identifier (orders or RFO)		X			
3	**Institution administers the required current, approved course materials (including tests) that train AC and RC Soldiers to the same task performance standard.**		X			
	Instructor has immediate access to a current copy of all current, approved handouts/materials for the lesson being taught.		X			
	Does instructor have a copy of the current training schedule, course POI and Lesson Plan(s)?	X				
4	**Institution conducts training that minimizes accident risk in both training and operations.**	X				
	Updated and applicable Risk Assessment Work Sheets are present in all training products and at each training event in both field and classroom.	X				
5	**Institution conducts training that protects the environment.**				X	
6	**Institution implements sequential, progressive training by scheduling and conducting training in accordance with the mandatory training sequence.**	X				

	Are CGSC lesson plan(s) being followed (in sequence) IAW the Non-Resident CGSC POI and sub-course POI?	X				
	Training schedules reflect all required lessons, prescribed hours of instruction, and mandatory training sequence per course map in Course Management Plan (CMP).	X				
7	**Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.**		X			
	Is the learning methodology (Small Group Instruction) and ELM taking place IAW the Nonresident CGSC POI.	X				
	Does the instructor have a visitors folder with a minimum of:	X				
	Visitors sign-in log	X				
	Current Class Roster (234-R)	X				
	TASS training Bn attendance register (TRADOC Form 270-R) (IDT Only)	X				
	Unit and/or instructor absentee make up plan.	X				
	Battalion SOP.	X				
	Current training Schedule.	X				
	The course POI and lesson plan(s).		X			
	Instructor Credentials (see Std # 2 above)		X			
	Critique sheets for class visitors	X				
	Daily risk assessment worksheet.	X				
	Instructor forwarded completed IDT examinations to NRS NLT 15 days after examination was administered? (Check with NRS regional counselor)	X				
	Were all graded product results for the instructors class received by DNRS prior to 15 May? (Check with NRS regional counselor)	X				
	Instructor verifies that students can perform the learning objectives (LOs) to prescribed standards by checking practical exercise and performance test results and observing student performance.	X				
8	**Students can perform to the prescribed learning objective standards.**		X			
	Students demonstrate that they can perform the objectives to prescribed standard.		X			
	Students demonstrate that they can complete the assigned practical exercises (PEs) to the prescribed standard.		X			
	Students are tested on proponent-approved/provided tests.		X			
	Instructor has a method to evaluate learning levels achieved by students during lessons.		X			
9	**Institution provides students the opportunity to develop and demonstrate their leadership skills and knowledge in a performance-based environment.**	X				
	Education/training organization places students in challenging, performance-based environment throughout the day as prescribed by the lesson material.	X				
10	**Institution uses required ranges and training areas as prescribed.**				X	

Training Support Standards

Std No.	Standard	Met	Met w/cmt	Not Met	N/A N/O	HHI
11	**Institution has corrected shortcomings identified during previous accreditation evaluations.**	X				
	Organization corrected previously identified shortcomings or raised issue to higher HQ when they could not resolve the issue.	X				
	Organization has QA/QC processes in place to monitor action taken on previously identified shortcomings.		X			
12	**The institution is staffed and manages its manpower effectively to meet mission requirements.**	X				
	School is in compliance with its own TDA.	X				
	School TDA meets current mission requirements. If not, the school has initiated actions to adjust the TDA or obtain additional staffing by other means (e.g., contract).	X				
	Organization is staffed with authorized instructor, training developer (for proponents), administration, operations, logistics, and maintenance personnel to accomplish the training mission.	X				
13	**Institution provides required equipment, TADSS, ammunition, pyrotechnics, training material, consumable supplies, and references as prescribed.**				X	
	The education/training organization has forecast and ordered all course-required training support materials and references for courses in session.		X			
	The education/training organization maintains an account with DA Administrative Publications System.	X				
	Required training support materials, consumable supplies, and references are distributed to conduct the training IAW course documentation.	X				
14	**Institution evaluates and tracks instructor/cadre performance and takes action, as appropriate, to sustain, improve, and develop instructor/cadre performance.**		X			
	Institution develops, resources, and implements an evaluation plan which incorporates developmental counseling to achieve individual and organizational goals.		X			
	Organization has a process to provide feedback to the instructors/cadre on their performance evaluations.		X			
	Organization has a process/program to recognize and reward instructor/cadre performance.		X			

15	**Facilities are adequate to promote learning and meet learning objectives (Includes barracks, classrooms, shop areas, ranges, training areas, and learning facilities).**	X				
	Classroom well lit, environmentally controlled, tables and seating for 16, two instructors and one visitor.	X				
	One computer w/internet access and CD capability.	X				
	Projection system and screen (4X6).	X				
	White/butcher board.	X				
	TV/VCR (or multi-media system).	X				
16	**Institution has policies, procedures, and oversight in place to ensure effective training and administrative support.**		X			
	Institution controls **tests** in accordance with regulatory guidance.		X			
	Does unit have a Test Control SOP that outlines the exact procedures to be followed during test administration along with proper security and storage of test materials?		X			
	Is there a responsible party (Unit Test Control Officer, etc.) assigned on orders by the commander to control access to sensitive testing material from receipt to destruction?		X			
	Is access to all sensitive test items controlled based upon a clear and verifiable need, and limited to the fewest individuals feasible?		X			
	Are sensitive paper-based test materials and portable diskette/CD/ZIP disk-based test material secured in locked containers or cabinets? Is proper key control to these sensitive containers exercised as with other sensitive keys?		X			
	Are sensitive test materials inventoried at least quarterly and a record made of the inventory IAW specific procedures and methods indicated in local SOPs?				X	
	Is there a record of sign-out (name, organization, etc,) made each time sensitive test material (whether paper-based or disk-based) is removed from its locked container?		X			
	Does the unit have a record for each time a sensitive material was destroyed or transferred? Must include: Date of transfer or destruction._____ To whom the material was transferred or who was responsible for destruction._____ The exact material destroyed or transferred._____		X			
	Does region test control officer have a signature card on file at DNRS? (check with NRS counselor)				X	
	Institution uses test analysis as a safeguard against acting on student failure when the fault may not lie with the student.		X			
	Institution prepares and distributes **training evaluation reports** as appropriate.		X			

	Institution tracks **student attendance.**		X			
	Student records contain required documentation. Does the SGL have a file containing:		X			
	The enrollment application (AATAS or DA Form 4187 for IDT).		X			
	The attachment order, if prepared.		X			
	Copy of student's course attendance pre-execution checklist				X	
	Leadership position evaluations		X			
	Test/exam scores. (*Do not file copies of test/exam answer sheets in student records.*)		X			
	All counseling, to include initial, performance, leadership, end of course evaluations, and individual developmental action plans.		X			
	Copy of course completion, DA Form 1059				X	
	DA Form 3349 with MMRB results (if applicable).				X	
	Copy of any waivers soldier needed to attend course, signed by first general officer in his/her chain of command				X	
	Institution processes students who fail to maintain **body composition standards** IAW references.		X			
	Enrolled students meet **course prerequisites**.		X			
	Incoming students receive required **course preparation materials** in a timely manner.		X			
	Institution complies with **ATRRS** data entry requirements.		X			

COMMENTS:

1.a. All classes meet CGSC Circular 350-3 for minimum and maximum standards in class size with the exception of Class 211, Darien, IL. The Site has an approved waiver.

2.a. We have some instructors that have completed both FDP 1 and FDP 2 (ILE Workshop); however, they do not have copies of their certificates. We as an institution are trying to coordinate with FSD to obtain copies of their certificates.

b. We are undergoing transformation as a result of the TAP. We are scheduling all instructors who have not attended FDP.

c. All interns and all CAX instructors are a part of the BN mandated intern development program.

3. All instructors have access to course POI and lesson plans through the Blackboard Academic Suite. The institution does have some sites that cannot access the internet readily in the classroom. Therefore, course lesson plans must be printed from a different location, usually at the expense of the site instructor. All sites should have copies or access to Blackboard for all lessons taught.

7. The course lesson plans and POI are available through Blackboard.

8.a. Instructors are following the lesson plans which vary from course to course on the requirements for an application. Therefore, instructors use the various techniques to access the students learning levels of the course TLO/ELO.

b. All classes for phase II require an evaluation grade, which the majority of the courses only have participation as the graded item. All sites are required to assess student participation through their own means, such as the use of a student matrix or through periodic 1009S evaluations. All deliverable products, such as outlines, executive summaries, papers, argumentative essays, and briefings should have 1009W and 1009C on all students for the evaluation of lesson plan standards.

11. All deficiencies of the previous accreditation process have been corrected.

13. Resources have been ordered to support our current IDT mission.

14.a. We have an observation form identified in our SOP for instructor and class observations and evaluations.

b. We do have a reward and recognition system for all of our instructors every year at our annual training. Through a variety of different categories, to include class observation forms and student evaluations of instructors, we select and recognize the top teaching team and individual instructor for each phase to be recognized and awarded the Army Commendation Medal.

16.a. Test control is not applicable to Phase II curriculum; however, at our AT, a Test Control Officer is appointed by the Commander to manage test administration. There are typically no hard copy tests provided for Phase I and III curriculum because all testing material is on Blackboard and accessed by the instructors. The Test Control Officers job would be to ensure that electronic copies of the tests are not distributed and that any hard copy tests are reproduced centrally and control distributed to the respective classrooms. Hard copies are typically controlled through a locked room.

b. There are no hard-copy tests to control; therefore, the need for a quarterly audit is not applicable.

c. If a student fails a test, typically the student will be re-administered using a different version test supplied on Blackboard.

d. Training evaluation is conducted by form of a classroom observation, typically a JA-6 but in the future using the web-based form.

e. At IDT sites, student attendance is tracked through the use of the DA Form 270Rs, Attendance Record. Most of the sites will all create a master attendance matrix on a spreadsheet to ensure all students are meeting attendance requirements, and if there is a make-up required, the make-up can be appropriately documented on the schedule. At our AT site, we require a daily attendance reporting to BN HQs to manage all student attendance requirements.

f. All IDT sites maintain student files that contain student APFTs, Height/Weight records, 1009 evaluations, make-up documentation, academic ethic statements, and any counseling. What we are awaiting for Dr. Risner to get back with us on is the requirement for course attendance pre-execution checklist, which we think is not applicable, and whether or not a current 59R, student enrollment form, is required during Phases II and III.

DEPARTMENT OF THE ARMY
11th BATTALION (CGSOC), 108th REGIMENT, 2nd BRIGADE
104TH DIVISION, 84TH TRAINING COMMAND (LEADER READINESS)
500 WILSHIRE AVENUE SW
CONCORD, NORTH CAROLINA 28025

REPLY TO
ATTENTION OF:

AFRC-TNC-ODB-A (350) 5 November 2007

MEMORANDUM FOR Commandant, CGSC, ATTN: ATZL-SWE, 280 Gibbon Ave., Fort Leavenworth, KS 66027

SUBJECT: Self Assessment Report for 11/108th BN (OES), 2nd Bde (PD), 104th DIV (LT)

1. References:

a. Memorandum, HQ TRADOC, ATTG-CD, 20 Jan 04, Subject: TRADOC Quality Assurance (QA) Program and Accreditation of Army Training and Education.

b. CGSC CIR 350-3

2. The 11/108th BN (OES), 2nd Bde (PD), 104th DIV (LT) completed a self-assessment on 4 Nov 07.

3. Enclosed is the self-assessment report highlighting accomplishments, strengths, limitations, deficiencies, corrective actions, new initiatives, training program-related investments, and higher headquarter issues for the conduct of training, training support, and proponent functions based on the TRADOC Accreditation Standards Guide.

4. Attachments to self-assessment report include:

a. Tab A. Commander's Training/Education Guidance, Directives, and Policies.

b. Tab B. Annotated copy of the TRADOC Accreditation Standards List, showing a self-rating for each standard and supporting documentation.

c. Tab C. Organizational charts, to include names and titles of the BN key personnel, phone numbers, and e-mail addresses.

d. Tab D. A copy of supporting TDA/TOE and Unit Manning Report (UMR).

e. Tab E. Instructions to the Accreditation Team on how to electronically access required documentation, Blackboard, for courses that will be observed during the accreditation visit.

f. Tab F. Resource Management documentation- not applicable.

g. Tab G. All current waivers for the programs being evaluated.

h. Tab H. A summary of the training institution's efforts/initiatives to collect feedback/lessons learned/recommendations from the field and other key stakeholders, and results and actions taken.

i. Tab I. A statement that provides the percentage of currently qualified faculty members.

5. The Team Leader for this self-assessment is LTC David Amberger, (423) 290-1620, david.amberger@us.army.mil. The POC for scheduling assistance/accreditation visits to this education/training institution is also LTC David Amberger.

//Original Signed//
FRANKLIN D. WALTON
LTC, SC, USAR
Commanding

Encl
Self-Assessment Report w/Tabs

CF:
HQ, TRADOC QAO
HQ, 2nd Bde (PD), 104th DIV (LT)

Self-Assessment Report

for 11/108th BN (OES), 2nd Bde (PD), 104th DIV (LT)

1. Executive Summary.

The purpose of this document is to report the results of the 11-108th BN, 2nd BDE (PD), 104th DIV(LT) self-assessment completed IAW Memorandum, HQ TRADOC, ATTG-CD, 20 Jan 04, Subject: TRADOC Quality Assurance (QA) Program and Accreditation of Army Education and Training. Overall, the Conduct of Training Standards at the 25 IDT training sites and the Training Support Standards at the BN HQs are met with comments. Comments have been annotated on the Staff Group Evaluation Form. The overall strength lies with the IDT training sites and the quality of instruction conducted by the instruction teams. All sites are using ELM methodology for conduct of classes and are ensuring students met the TLO/ELO objectives at the required cognitive level. The overall weakness still lies with Training Support Standards. The staff has completely turned over since the last accreditation, and many of the administrative requirements, such as instructor tracking and updating the BN SOP, have not been updated in a timely manner. We now have a plan to get these administrative issues back on track, but we are not at a 100%. Additionally, resources are a challenge; we rely a lot of times on the generosity and professionalism of our instruction teams to get the needed supplies/copier needs that we have not supplied. Finally, we are undergoing transformation, which has provided us a challenge. While we have a full complement of instructors as a result of inheriting 32 CAX instructors; however, we are still challenged in getting earlier FDP1 and the ILE Workshop classes to certify these instructors.

2. QA POC.

The primary POC for coordinating with the Accreditation Team is LTC David R. Amberger, (423) 290-1620 (cell), (423) 643-2681 (work), david.amberger@us.army.mil.

3. Conduct of Training.

a. Site training is strong as noted in the executive summary. IDT sites are using ELM per standard 7 requirements and are ensuring students meet required learning objectives and cognitive levels prescribed in the lesson plan TLOs/ELOs per standard 8 requirements. Additionally, although we noted the challenges of transformation, inheriting two new states, TN and KY, and 32 CAX instructors, upon full completion of certification requirements, the instruction team will be at full strength and comprised of certified, seasoned officers with excellent backgrounds for mentoring mid-career officers.

b. Currently there are not limitations identified that hinder conduct of training.

c. Due to the timeliness of some of the site evaluations, at the beginning of phase II instruction, the common deficiency was the contents of the visitor's books. Typical issues were lack of instructor credentials, student files not created, order of tabs were inconsistent with our BN SOP, current risk assessment worksheet, and current lesson plans available for visitors. All of these deficiencies were corrected at the sites and a list of common issues was sent to all state Regional Coordinators to ensure that all sites are in compliance.

d. One of the major strengths of our organization is how we implement FDP2 curriculum changes for each phase every year. Every year, we send a select group of instructors to the FDP2 Train-The-Trainer (TTT) course at Fort Leavenworth. We then develop training schedule shells for the applicable phase along with a list of best practices, deliverable products, and course summaries for distribution to the entire instruction team. We then get together at our Centralized Training Drill to conduct the same TTT with our entire instruction staff at one location. The course of instruction is generally over 2 days where not

only do we cover the areas discussed at the TTT, but best practices are shared, any available resources are distributed, and administrative requirements (visitor's book) are completed. Additionally, we provide support to the new officers on program changes and instruction on accessing/managing Blackboard. Another program worth sharing is how we recognize the performance of our instruction team. Every year, we have had guest instructors from other BNs, and they have commented on how professional it was to award the best instructors and instructor teams of each phase for recognition and award at the end of the AT period.

e. As noted in the staff group evaluation form and the executive summary, we recently had a "training bubble" where we had more officers that required FDP1 and ILE Workshop certification training than there were slots available. Since then, we have scheduled all officers in the required courses; however, they are not timely in the sense that we will have some officers that cannot get certified until May 08 due to the availability of certification training. We also have identified FY08 forecasted needs to higher headquarters for 14 additional slots of both FDP1 and ILE Workshop due to the normal influx of new interns and 7 additional slots for Advanced FDP based upon the instructor certification tracking of officers reaching their 5-year point for required training. The only concerns with these forecasts are whether or not they will get funded in FY08 or if the instructors must wait until FY09 to get a training slot.

f. There are two areas of issues as it pertains to Higher Headquarter Issues (HHI). Resourcing appears to be a systemic issue every year; however, this year it appears to be worst due to not having an approved budget this late in the year. This will be the first year that we fall under 2nd Bde as a result of transformation; therefore, we cannot specify that this will be an issue in the future. However, it is an area of concern that needs to be addressed by HQs, 2nd Bde to ensure that we are resourced to provide supplies to our sites, to make copies of necessary CDs and DVDs to be distributed to the sites, and provide copying support for all lesson plans, handouts, and key readings. Recommend that 2nd Bde provides us a budget to perform those resource functions required to our sites. Another HHI is with TRADOC, QAO. The TRADOC accreditation standard looks at 5K as a requirement where our proponent, DDE, does not require a 5K for certification. We have to get on the same standard and if a 5K is not required, then we should not have to go through the administrative exercise to apply for 5K orders when all is required for certification is FDP1 and ILE Workshop.

4. Training Support.

a. The major strength for training support is our staff's ability to track and get our instructors the required classes for certification, FDP1, the ILE Workshop, and Advanced FDP. As previously mentioned, we are undergoing transformation, which changed our area of responsibility by adding two additional states, TN and KY, and integrated 32 CAX officers into our unit. The additional CAX officers challenged our support; however, our staff has ensured that those officers along with our existing requirements for FDP1, the ILE Workshop and Advanced FDP were met with confirmed reservations. Our tracking database has contributed to the success of ensuring that our staff officers maintained current with their certification requirements.

b. As noted in both the executive summary and under comments, item 13, staff group evaluation form, we struggle to provide necessary resources to all IDT sites for supplies and copier needs. Systemically, DDE has migrated away from providing necessary hard copies of lesson plans and references and have forced all instructors and students to go to Blackboard for electronic access. However, for the sites to have hard copies of lesson plans and for all of the required handouts, required readings, etc., we have to have a means to get site instruction teams necessary copies of these. Site instruction teams manage to get this accomplished due to the resource constraints at our level. See item 3.f. above for the recommendation for higher headquarters to provide assistance. Additionally, not all sites have access to the internet through their classrooms. This prohibits access to Blackboard during instructional periods,

which may make it cumbersome if they are attempting to look up a reference or a resource. Recommend broadband internet cards to be issued for those sites that do not have access to the internet; however, this will be resource-dependant if this comes to fruition.

c. As previously noted in the staff group evaluation form, item 7.b. and 11.b., and the executive summary above, we are not at 100% when it comes to administrative support. With the transformation and the changeover of staff, we have fallen behind in keeping up with the required updates to our BN SOP and our instructor certification tracking. While these items are functional, they are not at 100% completion. We have a plan to ensure that our administrative support is corrected to be fully compliant to both the needs of our BN and the requirements of this accreditation.

d. See item 3.e. above for our training and education initiatives.

e. See item 3.f. above for training support HHI.

5. Proponent Functions.

a. Our proponent agency, Department of Distance Education, Fort Leavenworth, has done an excellent job of providing FDP2 training on curriculum changes. The Train-The-Trainer courses have been professional and have contributed to the success of implementing new academic years.

b. The limitation has been identified in item 3.f. above. We continuously have to go through the administrative exercise of having to apply for 5K orders when our proponent agency does not require the 5K orders to become fully certified.

c. Not applicable.

d. Not applicable.

e. See item 3.f. above.

6. General Comments. Since the last accreditation in Oct 06, we have faced may challenges and have surpassed expectations in accomplishing our mission. Since then, we have successfully operated 18 IDT Training sites during FY2007, training over 200 students in phase II instruction. Then in the summer of 2007, we successfully operated 11 Phase I classes, 12 Phase III classes, and 2 AOWC classes. We completed our AT mission, training over 350 students and receiving commendable comments from both our higher headquarters and our proponent agency. In addition to our AT mission, we had to coordinate, plan, and execute our transformation requirements. We successfully integrated 2 other states (5 IDT sites), and 32 CAX instructors and met our deadline of 15 Sep 07.

7. Attachments.

a. Tab A. Commander's Training Guidance.

b. Tab B. Accreditation Standards List with self-rating for each standard with comments.

c. Tab C. Organizational chart with names and titles of key personnel, phone numbers, and e-mail addresses.

d. Tab D. Copy of supporting TDA and current Unit Manning Report.

e. Tab E. Instructions for the Accreditation Team on how to electronically access the Blackboard Academic Suite.

f. Tab F. Not applicable.

g. Tab G. Current waivers- Class 11 (Dobbins ARB, GA), Class 17 (Jackson, MS), Class 233 (Louisville, KY).

h. Tab H. Description of institution's efforts to collect feedback/lessons learned/recommendations from the field and other key stakeholders.

i. Tab I. Percentage of currently qualified faculty members.

DEPARTMENT OF THE ARMY
11th BATTALION (CGSOC), 108th REGIMENT, 2nd BRIGADE
104TH DIVISION, 84TH TRAINING COMMAND (LEADER READINESS)
500 WILSHIRE AVENUE SW
CONCORD, NORTH CAROLINA 28025

REPLY TO
ATTENTION OF:

AFRC-TNC-ODB-A (350) 5 November 2007

MEMORANDUM FOR Commandant, CGSC, ATTN: ATZL-SWE, 280 Gibbon Ave., Fort Leavenworth, KS 66027

SUBJECT: Self Assessment Report for 11/108th BN (OES), 2nd Bde (PD), 104th DIV (LT)

1. References:

a. Memorandum, HQ TRADOC, ATTG-CD, 20 Jan 04, Subject: TRADOC Quality Assurance (QA) Program and Accreditation of Army Training and Education.

b. CGSC CIR 350-3

2. The 11/108th BN (OES), 2nd Bde (PD), 104th DIV (LT) completed a self-assessment on 4 Nov 07.

3. Enclosed is the self-assessment report highlighting accomplishments, strengths, limitations, deficiencies, corrective actions, new initiatives, training program-related investments, and higher headquarter issues for the conduct of training, training support, and proponent functions based on the TRADOC Accreditation Standards Guide.

4. Attachments to self-assessment report include:

a. Tab A. Commander's Training/Education Guidance, Directives, and Policies.

b. Tab B. Annotated copy of the TRADOC Accreditation Standards List, showing a self-rating for each standard and supporting documentation.

c. Tab C. Organizational charts, to include names and titles of the BN key personnel, phone numbers, and e-mail addresses.

d. Tab D. A copy of supporting TDA/TOE and Unit Manning Report (UMR).

e. Tab E. Instructions to the Accreditation Team on how to electronically access required documentation, Blackboard, for courses that will be observed during the accreditation visit.

f. Tab F. Resource Management documentation- not applicable.

g. Tab G. All current waivers for the programs being evaluated.

h. Tab H. A summary of the training institution's efforts/initiatives to collect feedback/lessons learned/recommendations from the field and other key stakeholders, and results and actions taken.

i. Tab I. A statement that provides the percentage of currently qualified faculty members.

5. The Team Leader for this self-assessment is LTC David Amberger, (423) 290-1620, david.amberger@us.army.mil. The POC for scheduling assistance/accreditation visits to this education/training institution is also LTC David Amberger.

Encl
Self-Assessment Report w/Tabs

FRANKLIN D. WALTON
LTC, SC, USAR
Commanding

CF:
HQ, TRADOC QAO
HQ, 2nd Bde (PD), 104th DIV (LT)

Staff Group Evaluation Form

TAB B

Conduct of Training Standards

Std No.	Standard	Met	Met w/cmt	Not Met	N/A N/O	HHI
1	**Institution complies with established instructor-to-student and equipment ratios.** (16:1 (max) 8:1 (min))		X			
	Overall attendance does not exceed lesson/POI prescribed instructor-to-student or student-to-equipment ratios without a waiver.		X			
	Education/training organization has a waiver from the proponent to use other than lesson/POI-prescribed instructor-to-student or student-to-equipment ratios.		X			
	There is documentary evidence that the organization has taken steps to alleviate the problem when class size limitations are violated repeatedly.				X	
2	**Instructors meet qualifications and have evidence of having met proponent technical certification requirements.**		X			
	Instructor Major or above	X				
	Meets Ht/Wt and APFT requirements (DA Form 705 & 5501 if required)	X				
	FDC phase I (completion certificate)		X			
	FDC ILE completion certificate (portfolio book) (only for ILE classes)		X			
	FDC phase II (six-month internship)		X			
	SMP signed by Bn CDR		X			
	Graduate of CGSC (diploma or 1059)	X				
	5K Identifier (orders or RFO)		X			
3	**Institution administers the required current, approved course materials (including tests) that train AC and RC Soldiers to the same task performance standard.**		X			
	Instructor has immediate access to a current copy of all current, approved handouts/materials for the lesson being taught.		X			
	Does instructor have a copy of the current training schedule, course POI and Lesson Plan(s)?	X				
4	**Institution conducts training that minimizes accident risk in both training and operations.**	X				
	Updated and applicable Risk Assessment Work Sheets are present in all training products and at each training event in both field and classroom.	X				
5	**Institution conducts training that protects the environment.**				X	
6	**Institution implements sequential, progressive training by scheduling and conducting training in accordance with the mandatory training sequence.**		X			
	Are CGSC lesson plan(s) being followed (in sequence) IAW the Non-Resident CGSC POI and sub-course POI?		X			

	Training schedules reflect all required lessons, prescribed hours of instruction, and mandatory training sequence per course map in Course Management Plan (CMP).		X			
7	**Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.**		X			
	Is the learning methodology (Small Group Instruction) and ELM taking place IAW the Nonresident CGSC POI.	X				
	Does the instructor have a visitors folder with a minimum of:		X			
	Visitors sign-in log	X				
	Current Class Roster (234-R)	X				
	TASS training Bn attendance register (TRADOC Form 270-R) (IDT Only)	X				
	Unit and/or instructor absentee make up plan.		X			
	Battalion SOP.		X			
	Current training Schedule.	X				
	The course POI and lesson plan(s).		X			
	Instructor Credentials (see Std # 2 above)		X			
	Critique sheets for class visitors	X				
	Daily risk assessment worksheet.	X				
	Instructor forwarded completed IDT examinations to NRS NLT 15 days after examination was administered? (Check with NRS regional counselor)		X			
	Were all graded product results for the instructors class received by DNRS prior to 15 May? (Check with NRS regional counselor)		X			
	Instructor verifies that students can perform the learning objectives (LOs) to prescribed standards by checking practical exercise and performance test results and observing student performance.		X			
8	**Students can perform to the prescribed learning objective standards.**		X			
	Students demonstrate that they can perform the objectives to prescribed standard.		X			
	Students demonstrate that they can complete the assigned practical exercises (PEs) to the prescribed standard.		X			
	Students are tested on proponent-approved/provided tests.		X			
	Instructor has a method to evaluate learning levels achieved by students during lessons.		X			
9	**Institution provides students the opportunity to develop and demonstrate their leadership skills and knowledge in a performance-based environment.**					
	Education/training organization places students in challenging, performance-based environment throughout the day as prescribed by the lesson material.	X				
10	**Institution uses required ranges and training areas as prescribed.**				X	

Training Support Standards

Std No.	Standard	Met	Met w/cmt	Not Met	N/A N/O	HHI
11	**Institution has corrected shortcomings identified during previous accreditation evaluations.**		X			
	Organization corrected previously identified shortcomings or raised issue to higher HQ when they could not resolve the issue.		X			
	Organization has QA/QC processes in place to monitor action taken on previously identified shortcomings.		X			
12	**The institution is staffed and manages its manpower effectively to meet mission requirements.**		X			
	School is in compliance with its own TDA.		X			
	School TDA meets current mission requirements. If not, the school has initiated actions to adjust the TDA or obtain additional staffing by other means (e.g., contract).		X			
	Organization is staffed with authorized instructor, training developer (for proponents), administration, operations, logistics, and maintenance personnel to accomplish the training mission.		X			
13	**Institution provides required equipment, TADSS, ammunition, pyrotechnics, training material, consumable supplies, and references as prescribed.**			X		
	The education/training organization has forecast and ordered all course-required training support materials and references for courses in session.			X		
	The education/training organization maintains an account with DA Administrative Publications System.	X				
	Required training support materials, consumable supplies, and references are distributed to conduct the training IAW course documentation.			X		
14	**Institution evaluates and tracks instructor/cadre performance and takes action, as appropriate, to sustain, improve, and develop instructor/cadre performance.**		X			
	Institution develops, resources, and implements an evaluation plan which incorporates developmental counseling to achieve individual and organizational goals.		X			
	Organization has a process to provide feedback to the instructors/cadre on their performance evaluations.		X			
	Organization has a process/program to recognize and reward instructor/cadre performance.		X			

15	**Facilities are adequate to promote learning and meet learning objectives (Includes barracks, classrooms, shop areas, ranges, training areas, and learning facilities).**		X			
	Classroom well lit, environmentally controlled, tables and seating for 16, two instructors and one visitor.		X			
	One computer w/internet access and CD capability.			X		
	Projection system and screen (4X6).		X			
	White/butcher board.		X			
	TV/VCR (or multi-media system).		X			
16	**Institution has policies, procedures, and oversight in place to ensure effective training and administrative support.**		X			
	Institution controls **tests** in accordance with regulatory guidance.		X			
	Does unit have a Test Control SOP that outlines the exact procedures to be followed during test administration along with proper security and storage of test materials?		X			
	Is there a responsible party (Unit Test Control Officer, etc.) assigned on orders by the commander to control access to sensitive testing material from receipt to destruction?		X			
	Is access to all sensitive test items controlled based upon a clear and verifiable need, and limited to the fewest individuals feasible?		X			
	Are sensitive paper-based test materials and portable diskette/CD/ZIP disk-based test material secured in locked containers or cabinets? Is proper key control to these sensitive containers exercised as with other sensitive keys?		X			
	Are sensitive test materials inventoried at least quarterly and a record made of the inventory IAW specific procedures and methods indicated in local SOPs?				X	
	Is there a record of sign-out (name, organization, etc,) made each time sensitive test material (whether paper-based or disk-based) is removed from its locked container?		X			
	Does the unit have a record for each time a sensitive material was destroyed or transferred? Must include: Date of transfer or destruction._____ To whom the material was transferred or who was responsible for destruction._____ The exact material destroyed or transferred._____		X			
	Does region test control officer have a signature card on file at DNRS? (check with NRS counselor)				X	
	Institution uses test analysis as a safeguard against acting on student failure when the fault may not lie with the student.		X			
	Institution prepares and distributes **training evaluation reports** as appropriate.		X			

	Institution tracks **student attendance.**		X			
	Student records contain required documentation. Does the SGL have a file containing:		X			
	The enrollment application (AATAS or DA Form 4187 for IDT).		X			
	The attachment order, if prepared.		X			
	Copy of student's course attendance pre-execution checklist				X	
	Leadership position evaluations		X			
	Test/exam scores. (*Do not file copies of test/exam answer sheets in student records.*)		X			
	All counseling, to include initial, performance, leadership, end of course evaluations, and individual developmental action plans.		X			
	Copy of course completion, DA Form 1059				X	
	DA Form 3349 with MMRB results (if applicable).				X	
	Copy of any waivers soldier needed to attend course, signed by first general officer in his/her chain of command				X	
	Institution processes students who fail to maintain **body composition standards** IAW references.		X			
	Enrolled students meet **course prerequisites**.		X			
	Incoming students receive required **course preparation materials** in a timely manner.		X			
	Institution complies with **ATRRS** data entry requirements.		X			

COMMENTS:

1.a. All classes meet CGSC Circular 350-3 for minimum and maximum standards in class size with the exception of three sites, Class 11 (Dobbins ARB, GA), Class 17 (Jackson, MS), and Class 233 (Louisville, KY). All three sites have received approved waivers from COL Powers, Director, DDE.

b. We do not have sustaining records of previous waivers; however, based upon historical knowledge within the BN, the current waivers do not appear to be a long-term systemic issue.

2.a. We have some instructors that have completed both FDP 1 and FDP 2 (ILE Workshop); however, they do not have copies of their certificates. We as an institution are trying to coordinate with FSD to obtain copies of their certificates.

b. We are undergoing transformation as a result of the TAP. Because of the transformation plan, effective 15 Sep 07, we inherited approximately 32 CAX instructors. Some of the CAX instructors have completed their FDP1 and ILE Workshop certifications; however, the majority of the CAX instructors were not certified by the effective date of the order. All personnel have been scheduled for classes; however, class dates for the training are well into calendar year 2008.

c. All interns and all CAX instructors are a part of the BN mandated intern development program.

d. All personnel that recently REFRAD from the AOR, have been required to undergo a re-evaluation program; all REFRAD personnel must be observed three times using a JA-6 Observation form prior to placement on the Subject Matter Proficient (SMP) list, which is signed by the Commander. Additionally, any interns must complete their internship, including the CAX instructors, prior to placement on the SMP list.

e. The proponent agency requires that for an instructor to be certified, all that is required is to complete FDP1 and FDP2 (ILE Workshop and curriculum updates through train-the-trainer programs). We have systemic issues in getting 5K documentation for our instructors despite our submissions.

3. All instructors have access to course POI and lesson plans through the Blackboard Academic Suite. The institution does have some sites that cannot access the internet readily in the classroom. Therefore, course lesson plans must be printed from a different location, usually at the expense of the site instructor. All sites should have copies or access to Blackboard for all lessons taught.

6. All sites are following the required POI and are satisfying any sequencing requirements per the course map requirements specified at the Train-The-Trainer (FDP2) class for Phase II, AY 06-07. However, we have given the flexibility to all sites to the placement of courses on their training schedules as long as it does not affect any sequencing requirements from the proponent agency. Additionally, we have some sites that are not operating on a weekend schedule but are operating on a weeknight schedule; therefore, the sequencing may vary from one site to another.

7.a. The BN SOP specifies an attendance policy and requires that the individual sites develop their own absentee make-up plan. The primary make-up policy for all sites is to attend another TASS site conducting the same missed course(s). The back-up to the primary will vary based upon the individual site make-up plan as long as it meets the make-up guidelines specified in CGSC Circular 350-3.

b. The BN SOP is currently in draft form due to the recent transformation, inheriting 2 new states, and some proponent agency name changes, SADL to DDE. The final BN SOP will be published during the accreditation cycle.

c. See item 3 above regarding course POI and lesson plans.

d. See item 2 above regarding instructor credentials.

e. During the IDT phase, Phase II, there are no examination requirements. Therefore all graded material will be input into Blackboard Academic Suite.

f. All sites are scheduled to complete their Phase II instruction with all grades input into Blackboard Academic Suite no later than 15 May 08.

g. Verification of students meeting course objectives will vary from site to site based upon the methodology used by the instructor(s). Based upon previous observations, the majority of the instruction team conducts an AAR at the end to determine whether or not the TLO/ELOs have been met at the required cognitive level. Additional techniques observed are questions utilized during the develop phase of ELM or during observations during a required PE.

8.a. See item 7.g. above. Instructors are following the lesson plans which vary from course to course on the requirements for an application. Therefore, instructors use the various techniques sited above in 7.g. to access the students learning levels of the course TLO/ELO.

b. All classes for phase II require an evaluation grade, which the majority of the courses only have participation as the graded item. All sites are required to assess student participation through their own means, such as the use of a student matrix or through periodic 1009S evaluations. All deliverable products, such as outlines, executive summaries, papers, argumentative essays, and briefings should have 1009W and 1009C on all students for the evaluation of lesson plan standards.

11.a. One of the areas that showed up as a weakness on the last accreditation, memorandum dated 23 Oct 2006, was standard number 14, the evaluation and tracking of instructor performance. This institution has implemented the JA-6 as the evaluation tool for all instructors. All state Regional Coordinators are required to visit each TASS site twice a year to conduct evaluations on both the instructor and the site. All JA-6 observation forms should be placed in the instructor portfolio. To this standard, we are in full compliance; however, we just recently learned from Dr. Risner that there is another means to evaluate our instructors through the QAO website. Dr. Risner will be providing that link to our unit, and it is our intention to move away from the JA-6 form to conduct all evaluations through this web-based site.

b. Another area of weakness identified on the previous accreditation was the tracking of certification requirements for all instructors. We are currently tracking instructor certification and re-certification through a database, which is constantly being updated when new instructors attend FDP1 and the ILE Workshop. We will know at any given time when instructors must enroll into Advanced FDP as they near their 5-year point. The database still requires some updating; however, we are in compliance with the deficiency previously noted.

12. As specified in item 2.b. above, we have inherited approximately 32 CAX instructors, which places us over-strengthed IAW our TDA. The majority of these instructors were not certified prior to the effective date of transfer; therefore, we have several officers at our IDT sites that are still awaiting certification training. We have a plan to get all instructors certified through FDP1 and the ILE Workshop by next fiscal year. All mission requirements can and have been met, to include the operation of 25 IDT class sites and our mission requirements for AT next year, consisting of 11 Phase I classes, 11 Phase III classes, and 1 AOWC class plus providing instructor support to the 11-95th BN.

13. As an institution, our unit has struggled to resource all IDT sites with required supply needs and copier support. We have been told that we do not have money or cannot get access to the means to purchase these items for our IDT sites. A lot of the sites had carryover supplies from AT this past summer; however, there are some sites that have had to purchase supplies and make copies with their own funds. Additionally, from a proponent standpoint, DDE use to supply all instructors with hardcopy lesson plans and instructor discs. They have ceased supplying the hardcopies and instructor discs for all instructors, which causes hardship on our IDT sites, especially those that do not have the internet readily available in their classrooms. Additionally, to meet item numbers 3 and 7 above, having current lesson plans available, the hardship of producing these has been placed on the TASS BNs who are resourced constrained to produce these. These issues and constraints, however, have not caused mission failure nor have they affected the quality of instruction at the sites. Instead, the site instructors have sacrificed their own time and funds to ensure that their sites are fully supported.

14.a. See item 11.a. above. We have instituted JA-6 as an observation tool to evaluate all instructors. Additionally, all instructors are formally evaluated by the state Regional Coordinators through their normal Officer Evaluation Reports. As noted in item 11.a. above, we will be switching over to the web-based evaluation of our instructors on the QAO website. This will give us access to all instructors and their overall performance

b. We do have a reward and recognition system for all of our instructors every year at our annual training. Through a variety of different categories, to include class observation forms and student evaluations of instructors, we select and recognize the top teaching team and individual instructor for each phase to be recognized and awarded the Army Commendation Medal.

15.a. For the most part all classrooms meet the requirements for size, tables, lighting, etc. We do have some classrooms that do not have internet access readily available in the classroom, but have access to the material, film clips, and lesson plans through alternate internet means. All classrooms have projectors, but they all may not have a screen that measures exactly 4' x 6'.

b. All classrooms have at least a white board, chalk board, and/or butcher paper.

c. DVDs are played through either the instructor's computer or an onsite DVD player.

16.a. Test control is not applicable to Phase II curriculum; however, at our AT, a Test Control Officer is appointed by the Commander to manage test administration. There are typically no hard copy tests provided for Phase I and III curriculum because all testing material is on Blackboard and accessed by the instructors. The Test Control Officers job would be to ensure that electronic copies of the tests are not distributed and that any hard copy tests are reproduced centrally and control distributed to the respective classrooms. Hard copies are typically controlled through a locked room.

b. There are no hard-copy tests to control; therefore, the need for a quarterly audit is not applicable.

c. If a student fails a test, typically the student will be re-administered using a different version test supplied on Blackboard.

d. Training evaluation is conducted by form of a classroom observation, typically a JA-6 but in the future using the web-based form.

e. At IDT sites, student attendance is tracked through the use of the DA Form 270Rs, Attendance Record. Most of the sites will all create a master attendance matrix on a spreadsheet to ensure all students are meeting attendance requirements, and if there is a make-up required, the make-up can be appropriately documented on the schedule. At our AT site, we require a daily attendance reporting to BN HQs to manage all student attendance requirements.

f. All IDT sites maintain student files that contain student APFTs, Height/Weight records, 1009 evaluations, make-up documentation, academic ethic statements, and any counseling. What we are awaiting for Dr. Risner to get back with us on is the requirement for course attendance pre-execution checklist, which we think is not applicable, and whether or not a current 59R, student enrollment form, is required during Phases II and III.

DEPARTMENT OF THE ARMY
OFFICER EDUCATION SYSTEM BATTALION
3RD BATTALION, MULTIFUNCTIONAL TRAINING BRIGADE - EUROPE
UNIT 28130
APO AE 09114-5000

AEUR-FS-OES (350-1) 20 December 2007

MEMORANDUM FOR RECORD

SUBJECT: Self-Assessment Report for OES Battalion, 3747th MFTB-E

1. Executive Summary.
The purpose of this document is to report the results of the OES Battalion, 3747th MFTB-E self-assessment completed by the OES Battalion on 14 October 2007 IAW Memorandum, HQ TRADOC, ATTG-CD, 20 January 2004, Subject: TRADOC Quality Assurance (QA) Program and Accreditation of Army Education and Training.

2. QA POC. LTC Mark W. Griffith, e-Mail: mark.w.griffith@us.army.mil

3. Conduct of Training.

a. Training Strengths:

1) Primary Instructors have the necessary qualifications and use the Adult Learning Model to effectively engage students.

2) Automation Equipment is on hand and is well utilized by instructors and students alike to enhance classes.

3) Teaching facilities are excellent at both the AT and IDT locations.

4) Excellent working relationship with 7th U.S. Army Joint Multinational Training Command (7JMTC) – Grafenwoehr, Germany.

b. Limitations that hinder training:

1) Deployment of potential faculty and students.

c. Areas that were deficient and what we did to correct them.

1) Aggressive recruiting of students and instructors, targeting potential instructors who demobilize.

2) Assessed newly arrived instructors, and scheduled them for required training with a sense of urgency with a focus on completion of the instructor/intern program and the issuance of the 5K certification identifier.

3) BN SOP is currently being updated.

d. Identify program and process efficiencies to share with other organizations.

1) 3x6 ILE Phase II Option. This allows students with scheduling conflicts to efficiently complete their ILE coursework. These students clearly see the benefit of attending the 3x6 option and learning face-to-face from experience of other officers within the small group rather than participating in the correspondence course.

e. Training and education initiatives planned for subsequent years to meet assessed shortfalls and new directives for conduct of training.

1) FDP1 at Grafenwoehr. This allows the OES BN to certify all instructor interns requiring FDP 1 at home station rather than sending them to Ft. Leavenworth, KS for the training.

2) We will continue to support deployed students from the Balkans and SWA for ILE and CAX.

f. Higher Headquarter Issues (HHI). The process to provide students and guest instructors with access to the 7th ARCOM network especially during AT (Phase III and I of ILE) at Grafenwoehr is cumbersome. While the need to ensure network security is understood, this entire process needs to be streamlined in order to ensure that all students and guest instructors have access to Blackboard and ILE instructional materials on the first day of class.

4. Training Support.

a. Strengths with training support.

1) Location at the Army's premier Joint Multinational Training Center – Grafenwoehr.

2) Lodging and billeting available at Grafenwoehr is excellent for both students and instructors.

3) 7th JMTC TASC provides excellent support to the Battalion.

b. Limitations that hinder training support. Consolidation of full-time personnel at the 3747th MFTB-E. At the OES BN level, there are no full-time personnel to work issues. TPU personnel are typically put on orders throughout the year to coordinate the various ILE Phases and to ensure that our instructor teams have access to the current material.

c. Areas that were deficient and what we did to correct them. There are no significant training support issues which prevent the OES BN from completing its primary mission.

d. Training and education initiatives planned for subsequent years to meet assessed shortfalls and new directives for training support. Plan was developed, coordinated and initiated for successful transition to ILE and CAX, which incorporated new instructor training.

e. Identify Higher Headquarters Issues (HHI) and appropriate agency, to include MSC; HQDA; HQ, TRADOC; and/or TIM issues/concerns that should be noted. Not Applicable.

5. Proponent Functions.

a. Strengths in training development.

b. Limitations that hinder training development.

1) ATTRS slots for FDP should be controlled (centralized) at Ft Leavenworth.

c. Areas that were deficient and what we did to correct them. We coordinated with other regions and Ft. Leavenworth to obtain guest instructors for Phase III and I of ILE in June and August of 2007 respectively. A FDP 1 course is planned for December 2007 to certify our new instructor/interns.

d. Training and education initiatives planned for subsequent years to meet assessed shortfalls, and new directives for proponent functions. We are coordinating with other regions to secure guest instructors for Phase I and III of ILE in the Summer of 2008.

e. Higher Headquarter Issues (HHI). FDP allocations.

6. General Comments. Highlight significant performance, accomplishments, and/or achievements of faculty, students, or the institution in general since the last accreditation. 3747th MFTB-E instructor teams taught ILE Phase II to deployed officers serving in the Balkans. The BN made arrangements to have LTC Claus von Stauffenberg, Bundeswehr Reserve, speak to the Phase III students in June 2007 concerning leadership and courage. LTC Stauffenberg is the grandson of Count von Stauffenberg who was implicated in the plot to assassinate Adolf Hitler in July 1944.

7. Attachments. Attached are the following:

a. Tab A. Commander's Training/Education Guidance, Directives, and Policies.

b. Tab B. An annotated copy of the Accreditation Standards List showing self-rating for each standard and supporting documentation.

c. Tab C. Organizational chart.

d. Tab D. TDA and current Unit Manning Report.

e. Tab E. Instructions to the Accreditation Team on how to electronically access required documentation for courses that will be observed during the accreditation visit.

f. Tab F. Resource Management Documentation

g. Tab G. Current waivers.

h. Tab H. Description of institution's efforts to collect feedback/lessons learned/recommendations from the field and other key stakeholders including a summary of these results and related actions.

i. Tab I. The Institution's Master Evaluation Plan.

//ORIGINAL SIGNED//
CHRISTINE ANNE N. FIALA
LTC, SC, Army Reserve
Commanding

DEPARTMENT OF THE ARMY
OFFICER EDUCATION SYSTEM BATTALION
3RD BATTALION, MULTIFUNCTIONAL TRAINING BRIGADE - EUROPE
UNIT 28130
APO AE 09114-5000

AEUR-FS-OES (350-1) 20 December 2007

MEMORANDUM FOR US Army Command and General Staff College, 100 Stimson Avenue, Fort Leavenworth, KS, 66027-1352

SUBJECT: Self Assessment Report for Officer Education System Battalion, 3747th MFTB-E.

1. References:

a. Memorandum, HQ TRADOC, ATTG-CD, Jan 04, subject: TRADOC Quality Assurance (QA) Program and Accreditation of Army Training and Education.

b. Memorandum, Accreditation of The Army School System (TASS) Region B, 3747th MFTB-E OES Battalion, 07 September 2007.

2. The OES Battalion of the 3747th MFTB-E completed a self-assessment on 14 October 2007.

3. The following CGSOC (ILE) classes were evaluated during the self-assessment:

Class #	Date(s)	Location(s)	Status
Phase II	05-06 May 07	Grafenwoehr/Landstuhl/Heidelberg	GO
Phase III	03-15 Jun 07	Grafenwoehr	GO
Phase I	05-17 Aug 07	Grafenwoehr	GO

4. Enclosed is the self-assessment report highlighting accomplishments, strengths, limitations, deficiencies, corrective actions, new initiatives, training program-related investments, and higher headquarter issues for the conduct of training, training support, and proponent functions based on the TRADOC Accreditation Standards Guide.

5. Attachments to self-assessment report include:

a. Tab A. Commander's Training/Education Guidance, Directives, and Policies.

b. Tab B. An annotated copy of the TRADOC Accreditation Standards List, showing a self-rating for each standard and supporting documentation.

c. Tab C. Organizational charts, to include names and titles of Directors and Division Managers, phone numbers, and e-mail addresses.

d. Tab D. A copy of supporting TDA/TOE.

e. Tab E. Instructions to the Accreditation Team on how to electronically access required documentation for courses that will be observed during the accreditation visit.

f. Tab F. Resource Management documentation.

g. Tab G. All current waivers for the programs being evaluated.

h. Tab H. A summary of the training institution's efforts/initiatives to collect feedback/lessons learned/recommendations from the field and other key stakeholders, and results and actions taken.

i. Tab I. The institution's RC training battalion accreditation schedule and accreditation status of institutions evaluated.

6. The Team Leader for this self-assessment is LTC Mark W. Griffith, Commercial 011-49-175 59 28 191, E-mail: mark.w.griffith@us.army.mil, Accreditation Officer, 3747th MFTB-E, OES BN, Unit 28130, APO AE 09114-5000.

//ORIGINAL SIGNED//
CHRISTINE ANNE N. FIALA
LTC, SC, Army Reserve
Commanding

Std No.	Conduct of Training Standard	Met	Met w/cmt	Not Met	N/A N/O	HHI
1	**Institution complies with established instructor-to-student and equipment ratios.** (16:1 (max) 8:1 (min)	X				
	Overall attendance does not exceed lesson/POI prescribed instructor-to-student or student-to-equipment ratios without a waiver.	X				
	Education/training organization has a waiver from the proponent to use other than lesson/POI-prescribed instructor-to-student or student-to-equipment ratios.	X				
	There is documentary evidence that the organization has taken steps to alleviate the problem when class size limitations are violated repeatedly.				X	
2	**Instructors meet qualifications and have evidence of having met proponent technical certification requirements.**			X		
	Instructor Major or above	X				
	Meets Ht/Wt and APFT requirements (DA Form 705 & 5501 if required)	X				
	FDP phase I (completion certificate)			X		
	FDP ILE completion certificate (portofolio book) (only for ILE classes)			X		
	FDP phase II (six-month internship)		X			
	SMP signed by Bn CDR		X			
	Graduate of CGSC (diploma or 1059)		X			
	5K Identifier (orders or RFO)		X			
3	**Institution administers the required current, approved course materials (including tests) that train AC and RC Soldiers to the same task performance standard.**	X				
	Instructor has immediate access to a current copy of all current, approved handouts/materials for the lesson being taught.	X				
	Does instructor have a copy of the current training schedule, course POI and Lesson Plan(s)?	X				
4	**Institution conducts training that minimizes accident risk in both training and operations.**	X				
	Updated and applicable Risk Assessment Work Sheets are present in all training products and at each training event in both field and classroom.	X				
5	**Institution conducts training that protects the environment.**	X				
6	**Institution implements sequential, progressive training by scheduling and conducting training in accordance with the mandatory training sequence.**	X				
	Are CGSC lesson plan(s) being followed (in sequence) IAW the Nonresident CGSC POI and sub-course POI?	X				
	Training schedules reflect all required lessons, prescribed hours of instruction, and mandatory training sequence per course map in Course Management Plan (CMP).	X				
7	**Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.**	X				
	Is the learning methodology (Small Group Instruction) and ELM taking place IAW the Nonresident CGSC POI.	X				
	Does the instructor have a visitors folder with a minimum of:	X				
	Visitors sign-in log	X				
	Current Class Roster (234-R)	X				
	TASS training Bn attendance register (TRADOC Form 270-R) (IDT Only)	X				
	Unit and/or instructor absentee make up plan.	X				
	Battalion SOP.			X		
	Current training Schedule.	X				
	The course POI and lesson plan(s).	X				
	Instructor Credentials (see Std # 2 above)	X				
	Critique sheets for class visitors	X				
	Daily risk assessment worksheet.	X				
	Instructor verifies that students can perform the learning objectives (LOs) to prescribed standards by checking practical exercise and performance test results and observing student performance.	X				
8	**Students can perform to the prescribed learning objective standards.**	X				
	Students demonstrate that they can perform the objectives to prescribed standard.	X				
	Students demonstrate that they can complete the assigned practical exercises (PEs) to the prescribed standard.	X				
	Students are tested on proponent-approved/provided tests.	X				
	Instructor has a method to evaluate learning levels achieved by students during lessons.	X				
9	**Institution provides students the opportunity to develop and demonstrate their leadership skills and knowledge in a performance-based environment.**	X				
	Education/training organization places students in challenging, performance-based environment throughout the day as prescribed by the lesson material.	X				
10	**Institution uses required ranges and training areas as prescribed.**				X	

Std No.	Standard	Met	Met w/Cmt	Not Met	Not MO	N/A
11	Institution h ected shortcomings identified during previous accreditation evaluations.		X			
	Organ corrected previously identified shortcomings or raised issue to higher HQ when they could not resolve the issue.	X				
	Organization has QA/QC processes in place to monitor action taken on previously identified shortcomings.	X				
12	**The institution is staffed and manages its manpower effectively to meet mission requirements.**	X				
	School is in compliance with its own TDA.		X			
	School TDA meets current mission requirements. If not, the school has initiated actions to adjust the TDA or obtain additional staffing by other means (e.g., contract).	X				
	Organization is staffed with authorized instructor, training developer (for proponents), administration, operations, logistics, and maintenance personnel to accomplish the training mission.		X			
13	**Institution provides required equipment, TADSS, ammunition, pyrotechnics, training material, consumable supplies, and references as prescribed.**	X				
	The education/training organization has forecast and ordered all course-required training support materials and references for courses in session.	X				
	The education/training organization maintains an account with DA Administrative Publications System.	X				
	Required training support materials, consumable supplies, and references are distributed to conduct the training IAW course documentation.	X				
14	**Institution evaluates and tracks instructor/cadre performance and takes action, as appropriate, to sustain, improve, and develop instructor/cadre performance.**	X				
	Institution develops, resources, and implements an evaluation plan which incorporates developmental counseling to achieve individual and organizational goals.	X				
	Organization has a process to provide feedback to the instructors/cadre on their performance evaluations.	X				
	Organization has a process/program to recognize and reward instructor/cadre performance.	X				
15	**Facilities are adequate to promote learning and meet learning objectives (includes barracks,** classrooms, shop areas, ranges, training areas, and learning facilities).		X			
	Classroom well lit, environmentally controlled, tables and seating for 16, two instructors and one visitor.	X				
	One computer w/internet access and CD capability.		X			X
	Projection system and screen (4X6).	X				
	White/butcher board.	X				
	TV/VCR (or multi-media system).	X				

Changed from Met w/Cmt Met to Met / Copy of BN SOP sent to Dr. Risner on 03 Nov 07

This issue should be corrected in early Dec 2007 after FDP at Grafenwoehr and issuance of 5K certification

This issue should be corrected in early Dec 2007 after FDP at Grafenwoehr and issuance of 5K certification

Std No.	Standard	Met	Met w/cont	Not Met	Training Support N/A N/O	IBO	
16	**Institution h[illegible] cies, procedures, and oversight in place to ensure effective training and administrat[illegible] port.**		X				
	Institution controls **tests** in accordance with regulatory guidance.		X				
	Does unit have a Test Control SOP that outlines the exact procedures to be followed during test administration along with proper security and storage of test materials?		X				
	Is there a responsible party (Unit Test Control Officer, etc.) assigned on orders by the commander to control access to sensitive testing material from receipt to distruction?		X				Need to ensure a member of the OES BN Faculty is on orders to handle Meiers-Briggs material
	Is access to all sensitive test items controlled based upon a clear and verifiable need, and limited to the fewest individuals feasible?		X				
	Are sensitive paper-based test materials and portable diskette/CD/ZIP disk-based test material secured in locked containers or cabinets? Is proper key control to these sensitive containers exercised as with other sensitive keys?				X		
	Are sensitive test materials inventoried at least quarterly and a record made of the inventory IAW specific procedures and methods indicated in local SOPs?				X		
	Is there a record of sign-out (name, organization, etc.) made each time sensitive test material (whether paper-based or disk-based) is removed from its locked container?				X		
	Does the unit have a record for each time a sensitive material was destroyed or transferred? Must include: Date of transfer or destruction_____ To whom the material was transferred or who was responsible for destruction_____ The exact material destroyed or transferred.				X		
	Institution uses test analysis as a safeguard against acting on student failure when the fault may not lie with the student.	X					
	Institution prepares and distributes **training evaluation reports** as appropriate.	X					
	Institution tracks **student attendance.**	X					
	Student records contain required documentation. Does the SGL have a file containing:		X				
	The enrollment application (AATRS or DA Form 4187 for IDT).		X				Collected during Phase I
	The attachment order, if prepared.		X				Collected during Phase I and Phase III AT
	Copy of student's course attendance pre-execution checklist.				X		
	Leadership position evaluations.		X				This requirement is met by filling out a Form 1009 and providing student with feedback
	Test/exam scores. *(Do not file copies of test/exam answer sheets in student records.)*	X					
	All counselings, to include initial, performance, leadership, end of course evaluations, and individual developmental action plans.	X					
	Copy of course completion, DA Form 1059				X		
	DA Form 3349 with MMRB results (if applicable).	X					
	Copy of any waivers soldier needed to attend course, signed by first general officer in his/her chain of command.				X		
	Institution processes students who fail to maintain **body composition standards** IAW references.	X					
	Enrolled students meet **course prerequisites.**	X					
	Incoming students receive required **course preparation materials** in a timely manner.	X					
	Institution complies with **ATRRS** data entry requirements.	X					

DEPARTMENT OF THE ARMY
US ARMY COMMAND AND GENERAL STAFF COLLEGE
SCHOOL FOR COMMAND PREPARATION
250 GIBBON AVENUE
FORT LEAVENWORTH, KANSAS 66027-2314

REPLY TO
ATTENTION OF

ATZL-SWV

MEMORANDUM FOR Director, CGSC Quality Assurance Office

SUBJECT: Findings for SAMS Self-Assessment Report

1. References:

a. Memorandum, TRADOC, ATCS-Q 2007 subject: TRADOC Quality Assurance Program Policy and Guidance for Accreditation of Army Education and Training.

b. U.S. Army School for Advanced Military Studies Proponent Evaluation and Assessment, Insights, Issues, and Recommendations, 28 March 2005.

2. Executive Summary. The School of Advanced Military Studies educates the future commanders and leaders of our Armed Forces, our Allies, and the Inter-Agency at the graduate level to think strategically to solve complex adaptive problems across the security environment. This assessment covers the two programs conducted by SAMS. They are the Advanced Military Arts Program (AMSP) and the Advanced Operational Arts Study Fellowship (AOASF).

3. Detailed findings.

a. SAMS Advanced Military Studies Program(AMSP) Self-Assessment is TAB A. Standard **[no. 3-D]** Standard **[no. 11-O]**, Standard **[no. 14-O]**, Standard **[no. 15-O]**, Standard **[no. 16-O]**, Standard **[no. 17-L]**, Standard **[no 18-L]**, Standard **[no. 20-L]**, and Standard **[no. 22-L]** are addressed. All other domain functions are the purview of the U.S. Army Command and General Staff College.

b. SAMS Advanced Operational Arts Study Fellowship (AOASF) Self-Assessment is TAB B. Standard **[no. 3-D]**, Standard **[no. 11-O]**, Standard **[no. 15-O]**, Standard **[no. 16-O]**, Standard **[no. 17-L]**, Standard **[no 18-L]**, and Standard **[no. 22-L]** are addressed. All other domain functions are the purview of the U.S. Army Command and General Staff College.

ATZL-SWV
SUBJECT: Findings for SAMS Self-Assessment Report

4. The points of contact for this report are Dr. Jacob Kipp at 913-758-3312 (DSN 585) or E-mail at jacob.w.kipp@conus.army.mil.

2 Encls
1. AMSP Self-Assessment
2. AOASF Self-Assessment

STEFAN BANACH
COL,
Director, SAMS

Tab A (Self-Assessment for Advanced Military Studies Program (AMSP)

1. Doctrine.

a. Standard **[no. 3-D] [Institution integrates the Contemporary Operational Environment (COE) into Education and Training.]**

(1) Met with comment. AMSP integrates COE in both academic instruction and into existing exercise program which deal with a wide range of regional security challenges testing student capacity to be adaptive decision-makers.

(2) Not Applicable.

(3) None.

(a) Not Applicable.

(b) Not Applicable.

(4) Not addressed in previous Accreditation Report.

2. Organization.

a. Standard **[no. 11-O] [Proponent institution develops and maintains current and approved critical tasks and task analysis data.]**

(1) Met.

(2) Not Applicable.

(3) Not Applicable.

(4) Not Applicable.

b. Standard **[no. 14-O] [Proponent Institution develops and provides valid and reliable criterion-referenced tests and performance evaluations.]**

(1) Met with comment. AMSP develops and employs a number of valid and reliable assessment tools to evaluate student performance, including written mid-term, class papers, monograph defense, and comprehensive oral final examination based upon TLOs and ELOs.

(2) Not Applicable.

(3) None.

(4) Evaluation and student feedback is formal based on surveys conducted by QAO and informal through civilian faculty and seminar leaders.

c. Standard **[no. 15-O] [Institution develops, distributes, and/or presents equivalent individual education/training to Active Army (AA) and reserve Component (RC) Soldiers.]**

(1) Met with comment. Focus of AMSP is upon graduate-level education in applied military arts and science in a single resident program for Active Army, Reserve Component, Joint, Interagency, and international Officers.

(2) Not Applicable.

(3) Not Applicable.

(4) Not Applicable.

d. Standard **[no. 16-O] [Institution has an effective system in place to manage the identification of resources for training and doctrine development and conduct of training.]**

(1) Met with comment. Under the direction of the CSA AMSP has instituted a comprehensive program of instruction relating to Commander's Appreciation and Campaign Design in order to assess current guidance and enhance students' capacities as adaptive strategic leaders.

(2) Not Applicable.

(3) Not Applicable.

(4) Not Applicable.

3. Training. Not Applicable. CGSC.

4. Leadership.

a. Standard **[no. 17-L] [Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.]**

(1) Not Applicable.

(2) Not Applicable.

(3) Not Applicable.

(4) Not Applicable.

b. Standard **[no 18-L] [Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.**

(1) Met.

(2) Not Applicable.

(3) Not Applicable.

(4) Not Applicable.

d. Standard **[no. 20-L] [Institution provides required personnel, equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training material, testing materials and controls, consumable supplies, and references as prescribed.]**

(1) Met with comment. With initiation of second start for AMSP with one new seminar and the possibility of adding a second seminar in FY09 there will be a shortfall in civilian faculty. The College and DCSRM are supporting recruitment of additional faculty. With the increased need for area studies and socio-anthropological expertise SAMS is working with CGSC for the recruitment of such faculty to support AMSP, AOASF, and the College in general.

(2) Not Applicable.

(3) Not Applicable.

d. Standard **[no. 22-L] [Institution's climate,culture, and curriculum foster development of leaders of character and presence.]**

(1) Met.

(2) Not Applicable.

(3) Not Applicable.

(4) Not Applicable.

Tab B (Self-Assessment for Advanced Operational Arts Studies Fellowship

1. Doctrine.

a. Standard **[no. 3-D] [Institution integrates the Contemporary Operational Environment (COE) into Education and Training.]**

(1) Met with comment. AOASF integrates COE in both academic instruction and into field research program with COCOM exposure to current strategic and operational planning and invites comparative reflection on COE and JOE. AOASF fellows often engage in AMSP exercises as senior headquarters to ensure COE is played in existing exercise program which deal with a wide range of regional security challenges testing student capacity to be adaptive decision-makers.

(2) Not Applicable.

(3) None.

(a) Not Applicable.

(b) Not Applicable.

(4) Not addressed in previous Accreditation Report.

2. Organization.

a. Standard **[no. 11-O] [Proponent institution develops and maintains current and approved critical tasks and task analysis data.]**

(1) Met.

(2) Not Applicable.

(3) Not Applicable.

(4) Not Applicable.

b. Standard **[no. 15-O] [Institution develops, distributes, and/or presents equivalent individual education/training to Active Army (AA) and reserve Component (RC) Soldiers.]**

(1) Met with comment. Focus of AOASF is upon graduate-level education in applied military arts and science in a single resident program for Active Army, Reserve Component, Joint, Interagency, and international Officers. AOASF has sought to achieve JPME II status in student composition. However, recruitment of Joint, Interagency and International Officers has not achieved ratio (60% US Army-AC & RC vs 40% Joint, Interagency, and International). Failure to do so can call into question the status of the program and its competitive appeal.

(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

c. Standard **[no. 16-O] [Institution has an effective system in place to manage the identification of resources for training and doctrine development and conduct of training.]**

(1) Met with comment. Under the direction of the CSA AOASF has instituted a comprehensive program of instruction relating to Commander's Appreciation and Campaign Design in order to assess current guidance and enhance students' capacities as adaptive strategic leaders.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

3. Training. Not Applicable. CGSC.

4. Leadership.

a. Standard **[no. 17-L] [Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.]**

(1) Not Applicable.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

b. Standard **[no 18-L] [Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.**

(1) Met.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

c. Standard **[no. 22-L] [Institution's climate, culture, and curriculum foster development of leaders of character and presence.]**

(1) Met.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

(b) Not Applicable.
(4) Not addressed in previous Accreditation Report.

c. Standard **[no. 19-L] [Students can perform to the prescribed learning objective standards.]**

(1) Met
(2) None.
(3) Not Applicable.

d. Standard **[no. 20-L] [Institution provides required personnel, equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training material, testing materials and controls, consumable supplies, and references as prescribed.]**

(1) Met with comment. With the increased need for area studies and socio-anthropological expertise SAMS is working with CGSC for the recruitment of such faculty to support AMSP, AOASF, and the College in general.

(2) Not Applicable.
(3) Not Applicable.

e. Standard **[no. 22-L] [Institution's climate, culture, and curriculum foster development of leaders of character and presence.]**

(1) Met.
(2) Not Applicable.
(4) Not Applicable.
(4) Not addressed in previous Accreditation Report.

DEPARTMENT OF THE ARMY
US ARMY COMMAND AND GENERAL STAFF COLLEGE
SCHOOL FOR COMMAND PREPARATION
250 GIBBON AVENUE
FORT LEAVENWORTH, KANSAS 66027-2314

REPLY TO
ATTENTION OF

ATZL-SWK

MEMORANDUM FOR Director, CGSC Quality Assurance Office

SUBJECT: Findings for SCP Self-Assessment Report

1. References:

a. Memorandum, TRADOC, ATCS-Q 2007 subject: TRADOC Quality Assurance Program Policy and Guidance for Accreditation of Army Education and Training.

b. U.S. Army Command and General Staff College School for Command Preparation and Nonresident Studies TRADOC Proponent Evaluation and Assessment, Insights, Issues, and Recommendations, 28 March 2005.

2. Executive Summary. The School for Command Preparation (SCP) conducts continuing education to prepare Brigade and Battalion level command select, Command-Sergeants Major select, and spouses for effective command team performance; conduct training/education to include enhanced battle simulation for students, staff, and faculty; advance military art and science; and support the Army at war. This assessment covers five courses conducted by SCP. They are the Pre-Command Course (PCC), Command Sergeants Major Course (CSMC),Command Team Seminar (CTS), Tactical Commanders Development Program (TCDP), and the newest course added to be piloted in February 2008, the Brigade Combat Team Commanders Development Program (BCTCDP).

3. Detailed findings.

a. SCP Pre-Command Course (PCC) Self-Assessment is TAB A. Standards 11-O, 15-O, 16-O, 17-L, 18-L, and 22-L are addressed. All other domain functions are the purview of the U.S. Army Command and General Staff College.

b. SCP Command Sergeants Major Course (CMSC) Self-Assessment is TAB B. Standards 15-0, 17-T/L, 18-T/L, 19-T/L, 20-T/L, and 22-L are addressed. All other domain functions are the purview of the U.S. Army Sergeant Major Academy and the U.S. Army Command and General Staff College.

c. SCP Command Team Seminar (CTS) Self-Assessment is TAB C. Standards 15-O, 16-O, 17- L, 20-T/L, and 22-L are addressed. All other domain functions are the purview of the U.S. Army Command and General Staff College.

d. SCP Tactical Commanders Development Program (TCDP) Self-Assessment is TAB D. Standards 3-D, 13-O, 14-O, 15-O, 16-O, 17-T/L, 18-T/L, 19-T/L, 20-T/L, and 22-L are addressed. All other domain functions are the purview of the U.S. Army Command and General Staff College.

e. SCP Brigade Combat Team Commanders Development Program (BCTCDP) Self-Assessment is TAB E. Standards 3-D, 13-O, 14-O, 15-O, 16-O, 17-T/L, 18-T/L, 19-T/L, 20-T/L, and 22-L are addressed. All other domain functions are the purview of the U.S. Army Command and General Staff College.

4. The points of contact for this report are Mr. Marv McGee at 913-758-3261 (DSN 585) or E-mail at Marv.McGee@Conus.Army.Mil, or Mr. Anthony Bowers at 913-758-3391 (DSN 585) or E-mail at Anthony.J.Bowers@Conus.Army.Mil

KIM L. SUMMERS
Director
School for Command Preparation

5 Encls
1. Self Assessment for PCC
2. Self Assessment for CMSC
3. Self Assessment for CTS
4. Self Assessment for TCDP
5. Self Assessment for BCTCDP

Tab A (Self-Assessment for Pre Command Course (PCC)

1. Doctrine. Not Applicable: CGSC.

2. Organization.

a. Standard **[no. 11-O] [Proponent institution develops and maintains current and approved critical tasks and task analysis data.]**

(1) Met.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

b. Standard **[no. 15-O] [Institution develops, distributes, and/or presents equivalent individual education/training to Active Army (AA) and reserve Component (RC) Soldiers.]**

(1) Met with comment. The RC never fills all seats available. There are conflicts with the total number of days available for individual training.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

c. Standard **[no. 16-O] [Institution has an effective system in place to manage the identification of resources for training and doctrine development and conduct of training.]**

(1) Met with comment. SCP is currently staffing the ITP with CAC G-8. ITP will be sent to DC for approval after G-8.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

3. Training. Not Applicable. CGSC.

4. Leadership.

a. Standard **[no. 17-L] [Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.]**

(1) Not Applicable.
(2) Not Applicable.

(3) Not Applicable.
(4) Not Applicable.

b. Standard **[no 18-L] [Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.**
(1) Met.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

c. Standard **[no. 22-L] [Institution's climate, culture, and curriculum foster development of leaders of character and presence.]**
(1) Met.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

Tab B (Self-Assessment for Command Sergeants Major Course (CMSC))

1. Doctrine. Not Applicable: USASMA.

2. Organization.

a. Standard **[no. 15-O] [Institution develops, distributes, and/or presents equivalent individual education/training to Active Army (AA) and reserve Component (RC) Soldiers.]**

(1) Met with comment. CSMC develops and presents equivalent individual education/training to Active Army (AA) and Reserve Component (RC) students who attend the course at Ft. Leavenworth. CSMC does not distribute training outside of Ft. Leavenworth. Attendance is recommended for all AA CSM designees and RC CSM designees on a seat availability basis.

(2) Not applicable.

(3) Make attendance at CSMC mandatory for AA and RC CSM designees.

a. Not applicable.

b. Recommend change to AR 350-1 to make attendance at CSMC mandatory for all AA and RC CSM designees.

(4) Not applicable.

b. Standard **[no. 16-O] [Institution has an effective system in place to manage the identification of resources for training and doctrine development and conduct of training.]**

(1) Met with comment. SCP is currently staffing the ITP with CAC G-8. ITP will be sent to DC for approval after G-8. CAD and POI for CSMC is currently under revision. Individual education and training course resource requirements are being developed for entry into ASAT.

(2) Not Applicable.

(3) Current POI is under revision to incorporate duties and responsibilities of the CSM as per AR 600-20 and FM 7-22.7.

(a) SCP received approval from USASMA to revise the current POI to incorporate duties and responsibilities of the CSM as per AR 600-20 and FM 7-22.7. USASMA approved revised terminal learning objective list.

(b) SCP will complete POI revision for approval thru USASMA to TRADOC. SCP will submit revised Instructor Training Packages for approval to USASMA.

(4) Not applicable.

3. Training.

a. Standard **[no. 17-T] [Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.]**

(1) Not met. POI requires 15.2 hours CSM Track training in the duties and responsibilities of a CSM; due to time constraints only 6 hours are conducted. CSM students are not trained IAW standards specified within the POI.

(2) Not Applicable.

(3) Add time to CSMC to meet POI standards and requirements.

(a) SCP received approval from USASMA and CAC to add 2.5 days to current curriculum to meet POI standards and requirements.

(b) SCP submitted request to TRADOC to pilot for 3 iterations addition of 2.5 days to CSMC to meet POI standards and requirements. Currently awaiting approval to conduct pilot February thru March 2008.

(4) Not applicable.

b. Standard **[no 18-T] [Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.**

(1) Not met. POI requires 15.2 hours CSM Track training in the duties and responsibilities of a CSM; due to time constraints only 6 hours are conducted. Cadre are not allotted the time required to train the CSM students IAW standards specified within the POI.

(2) Not Applicable.

(3) Add time to CSMC to meet POI standards and requirements.

(a) SCP received approval from USASMA and CAC to add 2.5 days to current curriculum to meet POI standards and requirements.

(b) SCP submitted request to TRADOC to pilot for 3 iterations addition of 2.5 days to CSMC to meet POI standards and requirements. Currently awaiting approval to conduct pilot February thru March 2008.

(4) Not applicable.

c. Standard **[no. 19-T] [Students can perform to the prescribed learning objective standards.]**

(1) Not met. POI requires 15.2 hours CSM Track training in the duties and responsibilities of a CSM; due to time constraints only 6 hours are conducted. Students are not allotted the time required to receive training IAW standards specified within the POI.

(2) Not Applicable.

(3) Add time to CSMC to meet POI standards and requirements.

(a) SCP received approval from USASMA and CAC to add 2.5 days to current curriculum to meet POI standards and requirements.

(b) SCP submitted request to TRADOC to pilot for 3 iterations addition of 2.5 days to CSMC to meet POI standards and requirements. Currently awaiting approval to conduct pilot February thru March 2008.

(4) Not applicable.

d. Standard **[no. 20-T] [Institution provides required personnel, equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training material, testing materials and controls, consumable supplies, and references as prescribed.]**

(1) Met.

(2) Not Applicable.

(3) Not Applicable.

(4) Not Applicable.

4. Leadership.

a. Standard **[no. 17-L] [Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.]**

(1) Not Applicable.

(2) Not Applicable.

(3) Not Applicable.

(4) Not Applicable.

b. Standard **[no 18-L] [Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.**

(1) Not met. POI requires 15.2 hours CSM Track training in the duties and responsibilities of a CSM; due to time constraints only 6 hours are conducted. Cadre are not allotted the time required to train the CSM students IAW standards specified within the POI.

(2) Not Applicable.

(3) Add time to CSMC to meet POI standards and requirements.

(a) SCP received approval from USASMA and CAC to add 2.5 days to current curriculum to meet POI standards and requirements.

(b) SCP submitted request to TRADOC to pilot for 3 iterations addition of 2.5 days to CSMC to meet POI standards and requirements. Currently awaiting approval to conduct pilot February thru March 2008.

(4) Not applicable.

c. Standard **[no. 19-L] [Students can perform to the prescribed learning objective standards.]**

(1) Not Applicable.

(2) Not Applicable.

(3) Not Applicable.

(4) Not Applicable.

d. Standard **[no. 20-L] [Institution provides required personnel, equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training material, testing materials and controls, consumable supplies, and references as prescribed.]**

(1) Not Applicable.

(2) Not Applicable.

(3) Not Applicable.

(4) Not Applicable.

e. Standard **[no. 22-L] [Institution's climate, culture, and curriculum foster development of leaders of character and presence.]**

(1) Met.

(2) Not Applicable.

(3) Not Applicable.

(4) Not Applicable.

Tab C (Self-Assessment for Command Team Seminar (CTS))

1. Doctrine. Not Applicable. CGSC.

2. Organization.

a. Standard **[no. 15-O] [Institution develops, distributes, and/or presents equivalent individual education/training to Active Army (AA) and reserve Component (RC) Soldiers.]**

(1) Met.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

b. Standard **[no. 16-O] [Institution has an effective system in place to manage the identification of resources for training and doctrine development and conduct of training.]**

(1) Met.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

3. Training.

a. Standard **[no. 20-T] [Institution provides required personnel, equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training material, testing materials and controls, consumable supplies, and references as prescribed.]**

(1) Met.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

4. Leadership.

a. Standard **[no. 17-L] [Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.]**

(1) Met.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

b. Standard **[no. 20-L] [Institution provides required personnel, equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training material, testing materials and controls, consumable supplies, and references as prescribed.]**

(1) Met.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

e. Standard **[no. 22-L] [Institution's climate, culture, and curriculum foster development of leaders of character and presence.]**

(1) Met.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

Tab D (Self-Assessment for Tactical Commanders Development Program (TCDP))

1. Doctrine.

a. Standard **[no. 3-D] [Institution integrates the Contemporary Operational Environment (COE) into Education and Training.]**

(1) Met with comment. Currently SCP COE models are OIF centric due to the nature of the current conflict and our target audience. In the future, we will be expanding threats and scenarios to include COE models worldwide and in all weather conditions.

(2) Not Applicable.

(3) Identified in comment 1. Our time available with the students and the current army mission of the largest portion of our target audience requires that we address OEF/OIF to give the students the most relevant information possible. We realize it is a weakness and does not reflect the future command assignment of all members of our target audience. In the future, we will be building additional scenarios using COE worldwide in the Full Spectrum of Operations.

(a) Corrective action already taken to improve compliance is to begin building the information needed to develop the training scenarios for initially the Africa Command, and possibly use the CGSS ILE GAT scenario.

(b) Correspond with TRADOC DCSINT asking them to develop a PMESII-PT for other theaters to include Africa (DARFUR), Indonesia, and Pakistan.

(4) Not Applicable.

2. Organization.

a. Standard **[no. 13-O] [Proponent institution designs, develops, and classifies current, relevant, efficient, and effective individual education and training.**

(1) Met.

(2) Not Applicable.

(3) Not Applicable.

(4) Not Applicable.

b. Standard **[no. 14-O] [Proponent Institution develops and provides valid and reliable criterion-referenced tests and performance evaluations.]**

(1) Not met.

(2) Not applicable.

(3) No tests.

(a) SCP does not test its students. The command designees are selected by a DA board for command and deemed able to command their type unit to which they will be assigned.

(b) We have developed a rubric for each class which instructors use to evaluate whether or not the student is meeting the TLO/ELO standards for that class. Instructors may provide feedback to the students based on his/her observations.

(4) Not Applicable.

c. Standard **[no. 15-O] [Institution develops, distributes, and/or presents equivalent individual education/training to Active Army (AA) and reserve Component (RC) Soldiers.]**

(1) Met with comment. SCP develops and presents equivalent individual education/training to Active Army (AA) and Reserve Component (RC) students who attend the course at Ft. Leavenworth. SCP does not distribute training outside of Ft. Leavenworth. Attendance is mandatory for all AA command designees and RC designees on a seat availability basis.

(2) Not applicable.

(3) HHI. Make attendance at TCDP and BCTCDP mandatory for AA and RC brigade and battalion tactical commanders.

(4) Not Applicable. Previous report addresses only PCC in this area.

d. Standard **[no. 16-O] [Institution has an effective system in place to manage the identification of resources for training and doctrine development and conduct of training.]**

(1) Met with comment. SCP is currently staffing the ITP with CAC G-8. ITP will be sent to DC for approval after G-8. CAD and POI for TCDP is currently under revision. Individual education and training course resource requirements are being developed for entry into ASAT.

(2) Not Applicable.

(3) None.

(a) SCP developed and is currently staffing an ITP.

(b) The constant changes in the operational environment have driven numerous changes in classes taught to present the latest available information to the target audience.

(4) The Accountable Instructional System (AIS) is the official process for CGSC curriculum planning and development for both resident and nonresident courses. Lesson plans (LP) in AIS do not conform to the TR 350-70 LP format.

3. Training.

a. Standard **[no. 17-T] [Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.]**

(1) Not met. TCDP does not have a Student Evaluation Plan (SEP).

(2) Not Applicable.

(3) No action taken. We do not test our students.

(4) Students are not evaluated because they are DA board selected for command. SCP has developed a rubric for instructors to use for a subjective assessment of the degree to which the student is meeting performance standards. There is no SEP because student evaluations are not part of this course.

b. Standard **[no 18-T] [Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.**

(1) Met with comment. Instructors observe student performance to determine that students meet the LO. Instructor complies with guidance and directives from the Chief, TCDP and Director of SCP.

(2) Not Applicable.

(3) Not Applicable.

(4) Not Applicable.

c. Standard **[no. 19-T] [Students can perform to the prescribed learning objective standards.]**

(1) Met.

(2) Not Applicable.

(3) Not Applicable.
(4) Not Applicable.

d. Standard **[no. 20-T] [Institution provides required personnel, equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training material, testing materials and controls, consumable supplies, and references as prescribed.]**

(1) Not met.
(2) Not Applicable.
(3) None.
(a) TCDP currently (13 Nov 07) has only 3 of its 10 uniformed instructors. In 2005, LTG Petraeus, DCG TRADOC directed that SCP be staffed with recent battalion commanders with OIF/OEF experience. To date, this has resulted in no more than three ex-battalion commanders being assigned at any one time and SCP has been at 50 % or less of its authorized 10 instructors for the past two years.
(b) HII. TRADOC needs to resource this course with the requisite number of instructors necessary to perform all duties required of instructor/authors.
(4) CGSC needs to input requirement data into the TRADOC Management System (TD2).

4. Leadership.

a. Standard **[no. 17-L] [Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.]**

(1) Met with comment. Instructors have access to all course materials and course material is doctrinally correct.
(2) Not Applicable.
(3) Not Applicable.
(4) SCP does not test its TCDP students. Students are not evaluated because they are DA board selected for command. SCP has developed a rubric for instructors to use for an informal assessment of the degree to which the student is meeting performance standards.

b. Standard **[no 18-L] [Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.**

(1) Met.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

c. Standard **[no. 19-L] [Students can perform to the prescribed learning objective standards.]**

(1) Met.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

d. Standard **[no. 20-L] [Institution provides required personnel, equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training material, testing materials and controls, consumable supplies, and references as prescribed.]**

(1) Met.
(2) Not Applicable.
(3) Not Applicable.
(4) Not Applicable.

e. Standard **[no. 22-L] [Institution's climate, culture, and curriculum foster development of leaders of character and presence.]**

(1) Met with comment. Instructors provide informal constructive feedback.
(2) Not applicable.
(3) Not applicable.
(4) Not applicable.

Tab E (Self-Assessment for Brigade Combat Team Commanders Development Program (BCTCDP))

1. Doctrine.

a. Standard **[no. 3-D] [Institution integrates the Contemporary Operational Environment (COE) into Education and Training.]**

(1) Met with comment. BCTCDP is a three week functional course preparing BCT command designees for modular BCT command. IAW TRADOC Commander's guidance, it addresses "knowledge gaps" in BCT commander preparation identified by the Army War College. As such, COE is OIF/OEF due to time limitations and the expectation OIF/OEF will be the BCT commanders' OE during his command.

(2) Not Applicable.

(3) None.

(a) Not Applicable.

(b) Not Applicable.

(4) Not addressed in previous Accreditation Report.

2. Organization.

a. Standard **[no. 13-O] [Proponent institution designs, develops, and classifies current, relevant, efficient, and effective individual education and training.**

(1) Met with comment. SCP is not a proponent so most of the criteria for this standard do not apply; however, training presented in BCTCDP is current, relevant, effective and efficient.

(2) Not Applicable.

(3) None.

(a) Not Applicable.

(b) Not Applicable.

(4) Not addressed in previous Accreditation Report.

b. Standard **[no. 14-O] [Proponent Institution develops and provides valid and reliable criterion-referenced tests and performance evaluations.]**

(1) Not met.

(2) Not Applicable.

(3) None. SCP does not test the BCT command selectees attending BCTCDP and does not maintain a Student Evaluation Plan (SEP). The command selectees have been centrally selected to command a BCT with no prerequisite that that "pass" BCTCDP.

(a) 3 above.

(b) The BCTCDP lesson plans do have a rubric that instructors may use to subjectively evaluate student's attainment of TLO/ELO standards and may provide feedback to the student on his performance/competency on an informal basis.

(4) Evaluation and student feedback is informal based on the nature of the course and student population - BCT command selectees.

d. Standard **[no. 15-O] [Institution develops, distributes, and/or presents equivalent individual education/training to Active Army (AA) and reserve Component (RC) Soldiers.]**

(1) Met with comment. BCTCDP is mandatory for active component BCT command selectees and voluntary for Reserve Component BCT command selectees but both attend the same course.

(2) Not Applicable.

(3) None.

(a) Not Applicable.

(b) Not Applicable.

(4) Although the previous Accreditation Report specifically addressed this as a higher headquarters issue (HHI) in PCC only, this is also a HHI for BCTCDP.

e. Standard **[no. 16-O] [Institution has an effective system in place to manage the identification of resources for training and doctrine development and conduct of training.]**

(1) Met with comment. SCP ITP is under development and not yet submitted. BCTCDP CAD submitted but not yet approved. POI development deferred until pilot classes completed and results analyzed. Lesson Plans are prepared in the CGSC prescribed format and do not follow the Lesson Plan format in TRADOC Regulation 350-70.

(2) Not Applicable.

(3) CAD and POI development.

(a) CAD has been submitted.

(b) CAC G8 Manpower loaded ASAT software for the SCP Curriculum Developers to input the POI data in the prescribed ASAT format.

(4) Human resourcing was identified as a HHI (having enough personnel) in the previous Accreditation Report. It

continues to be a problem with military instructors assigned to the SCP.

3. Training.

a. Standard **[no. 17-T] [Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.]**

(1) Met with comment. BCTCDP does not use proponent approved courseware nor does it have a Student Evaluation Plan (SEP) - see standard 14-O above.

(2) Not Applicable.

(3) None.

(a) Not Applicable.

(b) Not Applicable.

(4) Evaluation and student feedback is informal based on the nature of the course and student population - BCT command selectees.

b. Standard **[no 18-T] [Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.**

(1) Met with comment. SCP does not have a SEP - see standard 14-O above.

(2) Not Applicable.

(3) None.

(a) Not Applicable.

(b) Not Applicable.

(4) Not addressed in previous Accreditation Report.

c. Standard **[no. 19-T] [Students can perform to the prescribed learning objective standards.]**

(1) Met with comment. SCP does not test the BCT command selectees - see standard 14-O above.

(2) None.

(3) None.

(a) Not Applicable.

(b) Not Applicable.

(4) Not addressed in previous Accreditation Report.

d. Standard **[no. 20-T] [Institution provides required personnel, equipment, training aids, devices, simulators,**

simulations, ammunition, pyrotechnics, training material, testing materials and controls, consumable supplies, and references as prescribed.]

(1) Met with comment. SCP does not test command selectees - testing materials and controls not applicable - see standard 14-O above. SCP does not use proponent courseware. SCP has the absolute minimum number of military instructors to accomplish its mission.

(2) None.

(3) Military instructor assignment is a HHI.

(a) Contract facilitator/mentors (retired 06/former brigade commanders) mitigate the impact of military instructor shortages.

(b) Not Applicable.

(4) Identified as an HHI in the previous report.

4. Leadership.

a. Standard **[no. 17-L] [Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.]**

(1) Met - see standard 17-T above.

(2) None.

(3) None.

(a) Not Applicable.

(b) Not Applicable.

(4) Evaluation and student feedback is informal based on the nature of the course and student population - BCT command selectees.

b. Standard **[no 18-L] [Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.**

(1) Met with comment. Coaching and mentoring are conducted on an informal basis throughout the course by military instructors and contract instructors (retired 06/former brigade commanders). SCP does not conduct formal/documented academic counseling for the BCT command selectees - see standard 18-T above.

(2) None.

(3) None.

(a) Not Applicable.

(b) Not Applicable.
(4) Not addressed in previous Accreditation Report.

c. Standard **[no. 19-L] [Students can perform to the prescribed learning objective standards.]**
(1) Met - see standard 19-T above.
(2) None.
(3) None.
(a) Not Applicable.
(b) Not Applicable.
(4) Not addressed in previous Accreditation Report.

d. Standard **[no. 20-L] [Institution provides required personnel, equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training material, testing materials and controls, consumable supplies, and references as prescribed.]**
(1) Met - see standard 20-T above.
(2) None.
(3) None.
(a) Not Applicable.
(b) Not Applicable.
(4) Human resourcing was identified as a HHI (having enough personnel) in the previous Accreditation Report. It continues to be a problem with military instructors assigned to the SCP.

e. Standard **[no. 22-L] [Institution's climate, culture, and curriculum foster development of leaders of character and presence.]**
(1) Met with comment. SCP does not conduct individual developmental counseling for BCT command selectees.
(2) None.
(3) None.
(a) Not Applicable.
(b) Not Applicable.
(4) Not addressed in previous Accreditation Report.

DEPARTMENT OF THE ARMY
ARMY MANAGEMENT STAFF COLLEGE
5500 21ST STREET SUITE 1206
FORT BELVOIR VIRGINIA 22060-5934

REPLY TO
ATTENTION OF:

ATZL-SWM-DE

5 December 2007

MEMORANDUM FOR RECORD

SUBJECT: Self Assessment Report for the Army Management Staff College

1. Executive Summary.

The purpose of this document is to report the results of the Army Management Staff College (AMSC) self-assessment completed on 26 November 2007 IAW Memorandum, TRADOC, ATIG-CD, 20 January 2004, Subject: TRADOC Quality Assurance (QA) Program and Accreditation of Army Education and Training.

2. QA POC: Mrs. Sharon Embry, DSN 655-9426, COMM (703) 805-9426, or Email Sharon.embry@us.army.mil.

3. General Comments. The AMSC operates in compliance with U.S. Army Training and Doctrine Command (TRADOC) policy and guidance and provides quality leadership and management education for the Army Civilian Corps. The College's overall rating for accreditation is "MET" based on the preponderance of data provided to support the Quality Assurance Standards. Documentation unavailable at this time is identified and will be available during the site visit. The Civilian Education System (CES) curriculum was in its pilot year during 2007 and is maturing in all facets using the AIS model. Student assessments will receive considerable focus over the next cycle.

4. Training Strength.

a. AMSC courses are taught by qualified instructors who exhibit expertise in their respective subject areas and maintain the appropriate certifications.

b. Classes are conducted IAW training schedules and higher headquarters guidance in well-outfitted classrooms and labs. The Army initiative to upgrade facilities at the Fort Leavenworth Campus will improve the quality of classrooms and offices at that campus.

5. TRADOC Recommendations:

a. During the last accreditation visit to the Command and General Staff College (CGSC), February 2005, TRADOC made the following recommendations regarding Civilian Leader Training Development (CLTD):

(1) Establish an evaluation process to assess how well the courses accomplished intended objectives,

(2) Ensure faculty attends FDP1 prior to teaching, and

(3) Develop a clearly defined process for getting new and current information into curriculum.

b. The CLTD no longer exists. It was one of our legacy courses and has not been taught since Oct 2006. These courses have been replaced with the Civilian Education System, which consists of four new courses.

6. Enclosures:

a. Tab A. Commander's Training/Education Guidance, Directives, and Policies.

b. Tab B. An annotated copy of the TRADOC Accreditation Standards List showing self-rating for each standard with supporting documentation.

c. Tab C. Organizational chart.

d. Tab D. A copy of the supporting TDA.

e. Tab E. Instructions to the Accreditation Team on how to electronically access required documentation for courses that will be observed during the accreditation visit.

f. Tab F. Resource Management documentation.

h. Tab H. A summary of the training institution's efforts to collect feedback/lessons learned/recommendations from the field and other key stakeholders, including a summary of these results and related actions.

8. The point of contact for this report is Arthur P. McMahan, Ph.D., 703-805-4707 (Arthur.p.mcmahan@us.army.mil).

7 Encls

GARLAND H. WILLIAMS
Colonel, EN
Commandant

AMSC Work Force

(1) List of Supervisors and Leaders in the institution.

Colonel Garland H. Williams, Commandant
Mr. Steve Wilberger, Deputy Commandant/Dean of Operations
Dr. Pamela Raymer, Dean of Academics
Ms. LaVerne Chester, Director of Administration
Mr. Valman Cummins, Executive Officer/Operations Cell
Dr. Arthur McMahan, Director of Educational Services
Mr. Kenneth Cathcart, Director of Command Programs
LTC(P) Brent Penny, Acting Resource Management Officer
Mr. Hollie Montgomery, Chief, Support Services Division
MAJ Angela Lee, Chief, Administrative Services Division
Ms. Linda Ryder, Director of Foundation Course
Mr. James Jagielski, Director of Advanced Course
Ms. Michelle Dunham, Team Leader Advanced Course
Ms. Jacqueline Wilson, Team Leader Advanced Course
Mr. John Hart, Director of Intermediate Course
Ms. Jane Noce, Team Leader, Intermediate Course
Ms. Deloris Willis, Team Leader, Intermediate Course
Ms. Lisa Rycroft, Director of Faculty Development
Mr. Roy Eichhorn, Director of Research Development

(2) List of retired military members hired within the last two years.
Dr. Crocoll
Mr. Wilberger
Ms. Wood
Mr. Austin
Mr. Burdick
Ms. Chester
Mr. Cummins
Mr. Geter
Mr. Seeger
Mr. Hampton
Mr. Don Harrison
Ms. Jackson
Ms. Minster
Mr. Ricks

(3) Current assigned civilian strength and authorizations.

Civilian Authorizations as of 16 Nov 07: 87
Civilian Assigned strength as of 16 Nov 07: 83

(4) List of recent hiring actions with fill times.

2 - Professor of Civilian Education System, Fill Time: 90 days
Operations Specialist, Fill Time: 90 days
Management Analyst: 120 days
Student Temporary Employment Program: 2 weeks
Multimedia Information Specialist (Two positions), Fill Time: 90 days

(5) Institution's civilian workforce demographics.

FEMALE	48
MALE	44
TOTAL	92
CIVILIANS	80
CIVILIANS (OH)	3
MILITARY	9
TOTAL	92
AVERAGE AGE	50

MINORITY REPRESENTATION

BLACK	40
ASIAN	3

GRADE/RANK

06	1
05	5
04	3
YC-03	2
YC-02	7
YA-03	9
YA-02	56
YB-02	6
YP-01	3

EDUCATION LEVEL

DOCTORATE	7
MASTERS DEGREE	47
BACHELOR DEGREE	18
ASSOCIATES DEGREE	2
HIGH SCHOOL	18

(6) Make available IDPs for civilian personnel selected to be interviewed by CHRD. AMSC Operations Cell is the POC for IDPs.

REPLY TO
ATTENTION OF:

DEPARTMENT OF THE ARMY
ARMY MANAGEMENT STAFF COLLEGE
5500 21ST STREET SUITE 1206
FORT BELVOIR VIRGINIA 22060-5934

ATZL-SWM-DE

5 December 2007

MEMORANDUM FOR Director, Quality Assurance Office, (Rhoda Risner, Ph.D.), 3520 Lewis and Clark Center, Command and General Staff College,100 Stimson Avenue, Fort Leavenworth, KS 66027

SUBJECT: Self Assessment Report for the Army Management Staff College

1. Reference: Memorandum, HQ TRADOC, ATTG-CD, Jan 04, subject: TRADOC Quality Assurance (QA) Program and Accreditation of Army Training and Education.

2. The Army Management Staff College completed a self-assessment on 27 November 2007.

3. The following courses were evaluated during the self-assessment:

Course	Date	Location
CES Advanced	Jan–Sep 07	Belvoir
CES Intermediate	Jan–Sep 07	Belvoir
CES Basic	30 Jul–10 Aug 07	Leavenworth
CES Foundation	Jan–Sep 07	Belvoir
Garrison Pre-Command	9 Jul-3 Aug 07	Belvoir
General Officer Installation Command	23-27 Apr 07	Belvoir
Garrison Command Sergeants Major	16-31 Jul 07	Belvoir

4. Enclosed is the self-assessment report on the TRADOC Accreditation Standards Guide with enclosures:

a. Tab A Commander's Training/Education Guidance, Directives, and Policies.

b. Tab B An annotated copy of the TRADOC Accreditation Standards List, showing a self-rating for each standard and supporting documentation.

c. Tab C Organizational charts, to include names and titles of Directors and Division Managers, phone numbers, and e-mail addresses.

d. Tab D A copy of supporting TDA/TOE.

e. Tab E Instructions to the Accreditation Team on how to electronically access required documentation for courses that will be observed during the accreditation visit.

f. Tab F. Resource Management documentation.

g. Tab G All current waivers for the programs being evaluated.

h. Tab H A summary of the training institution's efforts/initiatives to collect feedback/lessons learned/recommendations from the field and other key stakeholders, and results and actions taken.

5. The point of contact for this report is Arthur P. McMahan, Ph.D., 703-805-4707 (Arthur.p.mcmahan@us.army.mil). The Team Leader for this self-assessment is Mrs. Sharon Embry, DSN 655-9426, COMM (703) 805-9426, Email: Sharon.embry@us.army.mil, Quality Assurance Element, Army Management Staff College, 5500 21st Street, Fort Belvoir, VA 22060.

Encl

GARLAND H. WILLIAMS
Colonel, EN
Commandant

1 December 2007

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Calendar Year 2008 AMSC Training Guidance

1. Commandant's Guidance. AMSC remains committed to developing its employees through an aggressive professional development program. Our Army is at war, but our responsibilities remain unchanged. Our military and civilian soldiers face many challenges. The state of current world affairs demand that we are better trained and professionally developed to meet the challenges that lay ahead.

2. My priorities for this year are: a strong professional development program that is relevant to all categories of employees The AMSC professional development program will provide opportunity for enrollment in the Civilian Education System, Faculty Development, Mandatory Training, Continuing Education, Professional Certifications, and Research and Consulting.

3. Civilian Education System. All employees are encouraged to take advantage of grade appropriate CES courses. The Army's need for trained and capable civilian leaders will continue to grow in the foreseeable future as additional military to civilian conversions take place. Leader training will be a critical enabler to help ensure our civilian leaders succeed in their roles.

4. Faculty Development. The Faculty Development Program is designed to develop and reinforce the skills required to accomplish the AMSC mission to teach, conduct research and consult. Faculty must meet the certification requirements to teach, as well as the qualification requirements for each CES course. Faculty development activities are supported based on the needs of the Army, the College and the individual needs of the faculty, and are dependant on resource availability

5. Mandatory Training. Mandatory training is often viewed as another imposition on our already very busy daily schedules. However, I must stress the importance of completing our mandatory training requirements. As a result of our aggressive mandatory training program, AMSC

reportable incidences of sexual harassment, security, and ethical violations were zero.

6. Continuing Education. Faculty members must see the example of being life-long learners. They must remain professionally current by attending College-sponsored and public-sponsored education courses, workshops, and conferences. Some of these activities fall under the auspices of the Faculty Development Program. The College will provide funds for continuing education as resources are available.

7. Professional Certification. Every employee at AMSC should seek to gain recognition as experts in their fields of employment. In cases where professional certification are applicable, employees are encouraged attain such certifications. Certifications must be directly linked to the employee's job and applicable to AMSC role in developing strong civilian leaders.

8. Research and Consulting. Our research and consulting not only serve the Army but the two activities are also the pinnacle of developmental activities. They help us learn what is happening now, keep us in touch with the Army Civilian Corps, and allow us to execute the principles of problem-based learning in real time. Opportunities are available depending on the circumstances in our fields and the needs of our clients. Consulting is open to all AMSC employees and you are encouraged to meet the challenge by building your research and consulting skills and by stepping forward to do consulting when those opportunities do arise.

9. End State. AMSC employees must meet the demands of increased responsibilities through education and training. Our roles continue to change; the Army is dependant on our military and civilian soldiers more so today than ever before. I encourage you to develop personally and professionally, and to take advantage of all training opportunities that avail themselves, and are aligned with the mission, vision and goals of AMSC.

AMSC Self Assessment Rating (FY07)

Std. No.	Standard These standards are listed by DOTMLPF domain	Met	Met w/cmt	Not Met	N/A N/O	HHI
3-D	Institution integrates the Contemporary Operational Environment (COE) into education and training.		X			
4-0	The institution has published policy and guidance concerning its missions, functions, programs and processes.	X				
5-0	Institution maintains an effective Operations Security (OPSEC) Program.	X				
6-0	Institution uses appropriate Information Technology, Information Management, and Knowledge Management assets and processes.	X				
7-0	Institution maintains a library resourced to meet the needs of the staff and faculty, training developers, and Soldiers, both resident and non-resident		X			
8-O	Institution applies command discipline in daily supply operations.	X				
9-O	Institution has an effective Quality Assurance Program.	X				
10-O	Institution implements Composite Risk Management and TRADOC Safely and Occupational Health Program Requirements.	X				
11-O	Proponent develops and maintains current and approved critical tasks and task analysis data.		X			
13-O	Proponent Institution designs, develops, and classifies current, relevant, efficient, and effective individual education and training.	X				
14-O	Proponent institution develops and provides valid and reliable criterion-referenced tests and performance evaluations.		X			
16-O	Institution has an effective system in place to manage the identification of resources for training development and conduct of training.	X				
17-T/L	Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.		X			
18-T/L	Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.	X				
19-T/L	Students can perform to the prescribed learning objective standards.	X				
20-T/L	Institution provides required equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training materials, consumable supplies, and references as prescribed.	X				
22-L	Institution's climate, culture, and curriculum foster development of leaders of character and presence	X				
23-L	Institution's climate, culture, and curriculum foster development of leaders with intellectual capacity	X				
24-L	Institution's climate, culture, and curriculum foster development of leaders who lead, develop and achieve.	X				
25-P	Institution hires and sustains an effective civilian work force to support the mission.	X				
26-P	Institution properly utilizes and provides appropriate personnel services support for Soldiers, Families, and retirees	X				
27-P	Institution has a program and processes in place to develop staff and faculty.	X				
28-F	Facilities and environment are conducive to learning	X				

Detail Findings.

1. Doctrine.

a. **3-D Institution integrates the Contemporary Operational Environment (COE) into Education and Training**

(1) Rating: Met with comment

(2) We developed a TLO that will integrate COE in our training; this TLO will be used in the Advanced Course beginning with class 08-2. Members of our faculty have attended COE training, and there is command-wide emphasis for integrating COE into the curriculum.

3) The following documents are in folder 3-D, evidence of COE training and faculty development SOP. Review the Analyses, POI, and lesson plan folders for additional documentation. The course material for the Foundation and Basic Courses are on-hand at Fort Belvoir and Fort Leavenworth respectively.

2. Organization.

a. **4-O Institution has published policy and guidance concerning its missions, functions, programs and processes.**

(1) Rating: Met.

(2) The following documents are in folder 4-O, draft copy of AMSC CY08 Command Training Guidance, strategic planning information, policy and SOPs.

b. **5-O Institution maintains an effective Operations Security (OPSEC) Program.**

(1) Rating: Met.

(2) The following documents are in folder 5-O, emergency operation plan, civilian and military training matrixes, emergency preparedness checklist, key and essential personnel, OPSEC Memo, organization chart and information on accessing online training.

c. **6-O Institution uses appropriate Information Technology, Information Management and Knowledge Management assets and processes**

(1) Rating: Met.

(2) We were awarded an Authority to Operate (ATO) our information system in June of 2006; this authorization is good through June 2009. A copy of the Accreditation Status is in folder 6-O, and a copy of the Continuity of Operations plan (COOP) is on-hand.

d. **7-O Institution maintains a library resourced to meet the needs of the staff and faculty, training developers and students, both resident and non-resident.**

(1) Rating: Met with comment.

(2) The following documents are in folder 7-O, library budget and the internet access policy. The developmental/ acquisition policy is being developed and will be on-site for your review.

e. **8-O Institution applies command supply discipline in daily supply operations.**

(1) Rating: Met.

(2) The CSDP was conducted 16 Aug 07 and received a satisfactory rating. A copy of the document is in folder 8-O, additional information is on-hand.

f. **9-O Institution has an effective Quality Assurance Program.**

(1) Rating: Met.

(2) The following documents are in folder 9-O, mission and functions document, MEP, TD2/TD2-QA project plans and the organization chart. Review Internal and External Survey and Self Assessment Report folders for additional documents.

g. **10-0 Institution implements Composite Risk Management and TRADOC Safety and Occupational Health Program Requirements**

(1) Rating: Met.

(2) AMSC Safety Officer received the Post Award for the Safety Program. The following documents are in folder 10-O,SOP, emergency operation plan, and training matrix. Work orders for safety issues and applicable regulations are on hand.

h. **11-O Proponent institution develops and maintains current and approved critical tasks and task analysis data.**

(1) Rating: Met

(2) The critical tasks lists are currently being revised. The supporting documents are in the Analyses and CTL folders. The team my access the TD automated database on site.

i. **13-O Proponent Institution designs, develops, and classifies current, relevant, efficient, and effective individual education and training.**

(1) Rating: Met.

(2) The Faculty Development manual is in folder 13-O. The additional documents are in the following folders: Analyses, CTL, Lesson Plan, POI, CMP and External survey.

j. **14-O Proponent Institution develops and provides valid and reliable criterion-referenced tests and performance evaluations.**

(1) Rating: Met with comment.

(2) Our assessments are a representative measure of the accomplishment of the course objectives. Tests for the dL phase are on hand. Student Evaluation Plans are under development and will be on hand during the review. Assessments for the Command Program are being developed. Assessments for the Advanced and Intermediate courses and the Basic Course Student Evaluation Plan are in folder

14-O.

k. **15-O Institution develops, distributes, and/or presents equivalent individual education/training to Active Army (AA) and Reserve Component (RC) Soldiers.**

(1) Rating: Met.

(2) The General Officer Installation Commander, Garrison PreCommand, and Garrison Command Sergeant Major courses present the same training to active and reserve soldiers. Review the POI, Lesson Plan, Internal Survey and External Survey folders for documentation. The Course Management Plans are being developed and will be on hand during the review.

l. **16-O Institution has an effective system in place to manage the identification of resources for training and doctrine development and conduct of training.**

(1) Rating: Met.

(2) The following documents are in folder 16-O, monthly status reports, fund distribution, TD2/TD2-QA summaries and the TDA. There were no unfinanced funding requirements for FY 07. Additional documentation will be on hand.

3. Training.

a. **17-T/L Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.**

(1) Rating: Met.

(2) Assessments for the Command Program are under development. Review the POI, Lesson Plan, Assessment folders for documentation. The Student Evaluation Plans are being developed and will be on hand.

b. **18-T/L Instructors/cadre perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.**

(1) Rating: Met.

(2) Review the Internal Survey, External Survey, Lesson Plan, and Assessment folders for documentation. The Course Management Plans, Student Evaluation Plans and student records will be on hand.

c. **19-T/L Students can perform to the prescribed learning objective standards.**

(1) Rating: Met.

(2) Review the Lesson Plan, Internal Survey, External Survey, and Assessment folders for documentation. The Course Management Plans, Student Evaluation Plans and student records will be on hand.

d. **20-T/L Institution provides required personnel, equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training material, testing materials and controls, consumable supplies, and references as prescribed.**

(1) Rating: Met.

(2) The information is in the POI and Lesson Plan folders.

4. Leadership.

a. **22-L Institution's climate, culture, and curriculum foster development of leaders of character and presence.**

(1) Rating: Met.

(2) The documents in folder 22-L pertain to Army principles. Review the POI and Lesson Plan folders for additional documentation.

b. **23-L Institution's climate, culture, and curriculum foster development of leaders with intellectual capacity.**

(1) Rating: Met.

(2) Review the POI and Lesson Plan folders for documentation.

c. **24-L Institution's climate, culture, and curriculum foster development of leaders who lead, develop and achieve.**

(1) Rating: Met.

(2) Review the POI and Lesson Plan folders for documentation.

5 Personnel.

a. **25-P Institution hires and sustains an effective civilian work force to support the mission.**

(1) Rating: Met.

(2) The Recruitment and Hiring SOP and the TDA is in folder 25-P, additional documentation will be on hand.

b. **26-P Institution properly utilizes and provides appropriate personnel services support for Soldiers, Families, and retirees.**

(1) Rating: Met.

(2) The TRADOC AG will provide the team with required documentation.

c. **27-P Institution has a program and processes in place to develop staff and faculty.**

(1) Rating: Met

(2) The following documents are in folder 27-P, Faculty Development SOPs and manual, AMSC FD matrix, military and civilian required training. Review Lesson Plan and Assessment folders for additional documentation. Course Management and Student Evaluation Plans will be on hand.

7. Facilities. [Repeat the format used in step 1.]

a. 28-F Facilities and environment are conducive to learning.

(1) Rating: Met.

(2) The following documents are in folder 28-F, floor plan, site map and facility personnel information. Additional information will be on hand.

Self Assessment for CES Advanced Course FY07

Std. No.	Standard These standards are listed by DOTMLPF domain	Met	Met w/cmt	Not Met	N/A N/O	HHI
3-D	Institution integrates the Contemporary Operational Environment (COE) into education and training.		x			
4-0	The institution has published policy and guidance concerning its missions, functions, programs and processes.	x				
5-0	Institution maintains an effective Operations Security (OPSEC) Program.	x				
6-0	Institution uses appropriate Information Technology, Information Management, and Knowledge Management assets and processes.	x				
7-0	Institution maintains a library resourced to meet the needs of the staff and faculty, training developers, and Soldiers, both resident and non-resident		x			
8-O	Institution applies command discipline in daily supply operations.	x				
9-O	Institution has an effective Quality Assurance Program.	x				
10-O	Institution implements Composite Risk Management and TRADOC Safely and Occupational Health Program Requirements.	x				
11-O	Proponent develops and maintains current and approved critical tasks and task analysis data.		x			
13-O	Proponent Institution designs, develops, and classifies current, relevant, efficient, and effective individual education and training.	x				
14-O	Proponent institution develops and provides valid and reliable criterion-referenced tests and performance evaluations.		x			
16-O	Institution has an effective system in place to manage the identification of resources for training development and conduct of training.	x				
17-T/L	Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.	x				
18-T/L	Instructors/cadre performs their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.	x				
19-T/L	Students can perform to the prescribed learning objective standards.	x				
20-T/L	Institution provides required equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training materials, consumable supplies, and references as prescribed.	x				
22-L	Institution's climate, culture, and curriculum foster development of leaders of character and presence	x				
23-L	Institution's climate, culture, and curriculum foster development of leaders with intellectual capacity	x				
24-L	Institution's climate, culture, and curriculum foster development of leaders who lead, develop and achieve.	x				
25-P	Institution hires and sustains an effective civilian work force to support the mission.	x				
26-P	Institution properly utilizes and provides appropriate personnel services support for Soldiers, Families, and retirees	x				
27-P	Institution has a program and processes in place to develop staff and faculty.	x				
28-F	Facilities and environment are conducive to learning	x				

These standards are listed by DOTMLPF domain: D = Doctrine
O = Organization
T/L= Training/Learning
M = Materiel
L = Leader Development
P = Personnel
F = Facilities

Self Assessment for CES Intermediate Course FY07

Std. No.	Standard These standards are listed by DOTMLPF domain	Met	Met w/cmt	Not Met	N/A N/O	HHI
3-D	Institution integrates the Contemporary Operational Environment (COE) into education and training.		x			
4-0	The institution has published policy and guidance concerning its missions, functions, programs and processes.	x				
5-0	Institution maintains an effective Operations Security (OPSEC) Program.	x				
6-0	Institution uses appropriate Information Technology, Information Management, and Knowledge Management assets and processes.	x				
7-0	Institution maintains a library resourced to meet the needs of the staff and faculty, training developers, and Soldiers, both resident and non-resident		x			
8-O	Institution applies command discipline in daily supply operations.	x				
9-O	Institution has an effective Quality Assurance Program.	x				
10-O	Institution implements Composite Risk Management and TRADOC Safely and Occupational Health Program Requirements.	x				
11-O	Proponent develops and maintains current and approved critical tasks and task analysis data.		x			
13-O	Proponent Institution designs, develops, and classifies current, relevant, efficient, and effective individual education and training.	x				
14-O	Proponent institution develops and provides valid and reliable criterion-referenced tests and performance evaluations.		x			
16-O	Institution has an effective system in place to manage the identification of resources for training development and conduct of training.	x				
17-T/L	Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.	x				
18-T/L	Instructors/cadre performs their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.	x				
19-T/L	Students can perform to the prescribed learning objective standards.	x				
20-T/L	Institution provides required equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training materials, consumable supplies, and references as prescribed.	x				
22-L	Institution's climate, culture, and curriculum foster development of leaders of character and presence	x				
23-L	Institution's climate, culture, and curriculum foster development of leaders with intellectual capacity	x				
24-L	Institution's climate, culture, and curriculum foster development of leaders who lead, develop and achieve.	x				
25-P	Institution hires and sustains an effective civilian work force to support the mission.	x				
26-P	Institution properly utilizes and provides appropriate personnel services support for Soldiers, Families, and retirees	x				
27-P	Institution has a program and processes in place to develop staff and faculty.	x				
28-F	Facilities and environment are conducive to learning	x				

These standards are listed by DOTMLPF domain: D = Doctrine
O = Organization
T/L= Training/Learning
M = Materiel
L = Leader Development
P = Personnel
F = Facilities

Self Assessment for CES Basic Course FY07

Std. No.	Standard These standards are listed by DOTMLPF domain	Met	Met w/cmt	Not Met	N/A N/O	HHI
3-D	Institution integrates the Contemporary Operational Environment (COE) into education and training.		x			
4-0	The institution has published policy and guidance concerning its missions, functions, programs and processes.	x				
5-0	Institution maintains an effective Operations Security (OPSEC) Program.	x				
6-0	Institution uses appropriate Information Technology, Information Management, and Knowledge Management assets and processes.	x				
7-0	Institution maintains a library resourced to meet the needs of the staff and faculty, training developers, and Soldiers, both resident and non-resident		x			
8-O	Institution applies command discipline in daily supply operations.	x				
9-O	Institution has an effective Quality Assurance Program.	x				
10-O	Institution implements Composite Risk Management and TRADOC Safely and Occupational Health Program Requirements.	x				
11-O	Proponent develops and maintains current and approved critical tasks and task analysis data.		x			
13-O	Proponent Institution designs, develops, and classifies current, relevant, efficient, and effective individual education and training.	x				
14-O	Proponent institution develops and provides valid and reliable criterion-referenced tests and performance evaluations.		x			
16-O	Institution has an effective system in place to manage the identification of resources for training development and conduct of training.	x				
17-T/L	Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.	x				
18-T/L	Instructors/cadre performs their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.	x				
19-T/L	Students can perform to the prescribed learning objective standards.	x				
20-T/L	Institution provides required equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training materials, consumable supplies, and references as prescribed.	x				
22-L	Institution's climate, culture, and curriculum foster development of leaders of character and presence	x				
23-L	Institution's climate, culture, and curriculum foster development of leaders with intellectual capacity	x				
24-L	Institution's climate, culture, and curriculum foster development of leaders who lead, develop and achieve.	x				
25-P	Institution hires and sustains an effective civilian work force to support the mission.	x				
26-P	Institution properly utilizes and provides appropriate personnel services support for Soldiers, Families, and retirees	x				
27-P	Institution has a program and processes in place to develop staff and faculty.	x				
28-F	Facilities and environment are conducive to learning	x				

These standards are listed by DOTMLPF domain: D = Doctrine
O = Organization
T/L= Training/Learning
M = Materiel
L = Leader Development
P = Personnel
F = Facilities

Self Assessment for CES Foundation Course FY07

Std. No.	Standard These standards are listed by DOTMLPF domain	Met	Met w/cmt	Not Met	N/A N/O	HHI
3-D	Institution integrates the Contemporary Operational Environment (COE) into education and training.		X			
4-0	The institution has published policy and guidance concerning its missions, functions, programs and processes.	X				
5-0	Institution maintains an effective Operations Security (OPSEC) Program.	X				
6-0	Institution uses appropriate Information Technology, Information Management, and Knowledge Management assets and processes.	X				
7-0	Institution maintains a library resourced to meet the needs of the staff and faculty, training developers, and Soldiers, both resident and non-resident		X			
8-O	Institution applies command discipline in daily supply operations.	X				
9-O	Institution has an effective Quality Assurance Program.	X				
10-O	Institution implements Composite Risk Management and TRADOC Safely and Occupational Health Program Requirements.	X				
11-O	Proponent develops and maintains current and approved critical tasks and task analysis data.		X			
13-O	Proponent Institution designs, develops, and classifies current, relevant, efficient, and effective individual education and training.	X				
14-O	Proponent institution develops and provides valid and reliable criterion-referenced tests and performance evaluations.		X			
16-O	Institution has an effective system in place to manage the identification of resources for training development and conduct of training.	X				
17-T/L	Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.	X				
18-T/L	Instructors/cadre performs their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.	X				
19-T/L	Students can perform to the prescribed learning objective standards.	X				
20-T/L	Institution provides required equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training materials, consumable supplies, and references as prescribed.	X				
22-L	Institution's climate, culture, and curriculum foster development of leaders of character and presence	X				
23-L	Institution's climate, culture, and curriculum foster development of leaders with intellectual capacity	X				
24-L	Institution's climate, culture, and curriculum foster development of leaders who lead, develop and achieve.	X				
25-P	Institution hires and sustains an effective civilian work force to support the mission.	X				
26-P	Institution properly utilizes and provides appropriate personnel services support for Soldiers, Families, and retirees	X				
27-P	Institution has a program and processes in place to develop staff and faculty.	X				
28-F	Facilities and environment are conducive to learning	X				

These standards are listed by DOTMLPF domain: D = Doctrine
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M = Materiel
L = Leader Development
P = Personnel
F = Facilities

Self Assessment for CP Garrison Precommand Course FY07

Std. No.	Standard These standards are listed by DOTMLPF domain	Met	Met w/cmt	Not Met	N/A N/O	HHI
3-D	Institution integrates the Contemporary Operational Environment (COE) into education and training.		x			
4-0	The institution has published policy and guidance concerning its missions, functions, programs and processes.	x				
5-0	Institution maintains an effective Operations Security (OPSEC) Program.	x				
6-0	Institution uses appropriate Information Technology, Information Management, and Knowledge Management assets and processes.	x				
7-0	Institution maintains a library resourced to meet the needs of the staff and faculty, training developers, and Soldiers, both resident and non-resident		x			
8-O	Institution applies command discipline in daily supply operations.	x				
9-O	Institution has an effective Quality Assurance Program.	x				
10-O	Institution implements Composite Risk Management and TRADOC Safely and Occupational Health Program Requirements.	x				
11-O	Proponent develops and maintains current and approved critical tasks and task analysis data.		x			
13-O	Proponent Institution designs, develops, and classifies current, relevant, efficient, and effective individual education and training.	x				
14-O	Proponent institution develops and provides valid and reliable criterion-referenced tests and performance evaluations.		x			
15-O	Institution develops, distributes, and/or presents equivalent individual education/training to Active Army (AA) and Reserve Component (RC) Soldiers.	x				
16-O	Institution has an effective system in place to manage the identification of resources for training development and conduct of training.	x				
17-T/L	Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.		x			
18-T/L	Instructors/cadre performs their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.	x				
19-T/L	Students can perform to the prescribed learning objective standards.	x				
20-T/L	Institution provides required equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training materials, consumable supplies, and references as prescribed.	x				
22-L	Institution's climate, culture, and curriculum foster development of leaders of character and presence	x				
23-L	Institution's climate, culture, and curriculum foster development of leaders with intellectual capacity	x				
24-L	Institution's climate, culture, and curriculum foster development of leaders who lead, develop and achieve.	x				
25-P	Institution hires and sustains an effective civilian work force to support the mission.	x				
26-P	Institution properly utilizes and provides appropriate personnel services support for Soldiers, Families, and retirees	x				
27-P	Institution has a program and processes in place to develop staff and faculty.	x				
28-F	Facilities and environment are conducive to learning	x				

These standards are listed by DOTMLPF domain: D = Doctrine
O = Organization
T/L= Training/Learning
M = Materiel
L = Leader Development
P = Personnel
F = Facilities

Self Assessment for CP Garrison Command Sergeant Major Course FY07

Std. No.	Standard These standards are listed by DOTMLPF domain	Met	Met w/cmt	Not Met	N/A N/O	HHI
3-D	Institution integrates the Contemporary Operational Environment (COE) into education and training.		x			
4-0	The institution has published policy and guidance concerning its missions, functions, programs and processes.	x				
5-0	Institution maintains an effective Operations Security (OPSEC) Program.	x				
6-0	Institution uses appropriate Information Technology, Information Management, and Knowledge Management assets and processes.	x				
7-0	Institution maintains a library resourced to meet the needs of the staff and faculty, training developers, and Soldiers, both resident and non-resident		x			
8-O	Institution applies command discipline in daily supply operations.	x				
9-O	Institution has an effective Quality Assurance Program.	x				
10-O	Institution implements Composite Risk Management and TRADOC Safely and Occupational Health Program Requirements.	x				
11-O	Proponent develops and maintains current and approved critical tasks and task analysis data.		x			
13-O	Proponent Institution designs, develops, and classifies current, relevant, efficient, and effective individual education and training.	x				
14-O	Proponent institution develops and provides valid and reliable criterion-referenced tests and performance evaluations.		x			
15-O	Institution develops, distributes, and/or presents equivalent individual education/training to Active Army (AA) and Reserve Component (RC) Soldiers.	x				
16-O	Institution has an effective system in place to manage the identification of resources for training development and conduct of training.	x				
17-T/L	Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.		x			
18-T/L	Instructors/cadre performs their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.	x				
19-T/L	Students can perform to the prescribed learning objective standards.	x				
20-T/L	Institution provides required equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training materials, consumable supplies, and references as prescribed.	x				
22-L	Institution's climate, culture, and curriculum foster development of leaders of character and presence	x				
23-L	Institution's climate, culture, and curriculum foster development of leaders with intellectual capacity	x				
24-L	Institution's climate, culture, and curriculum foster development of leaders who lead, develop and achieve.	x				
25-P	Institution hires and sustains an effective civilian work force to support the mission.	x				
26-P	Institution properly utilizes and provides appropriate personnel services support for Soldiers, Families, and retirees	x				
27-P	Institution has a program and processes in place to develop staff and faculty.	x				
28-F	Facilities and environment are conducive to learning	x				

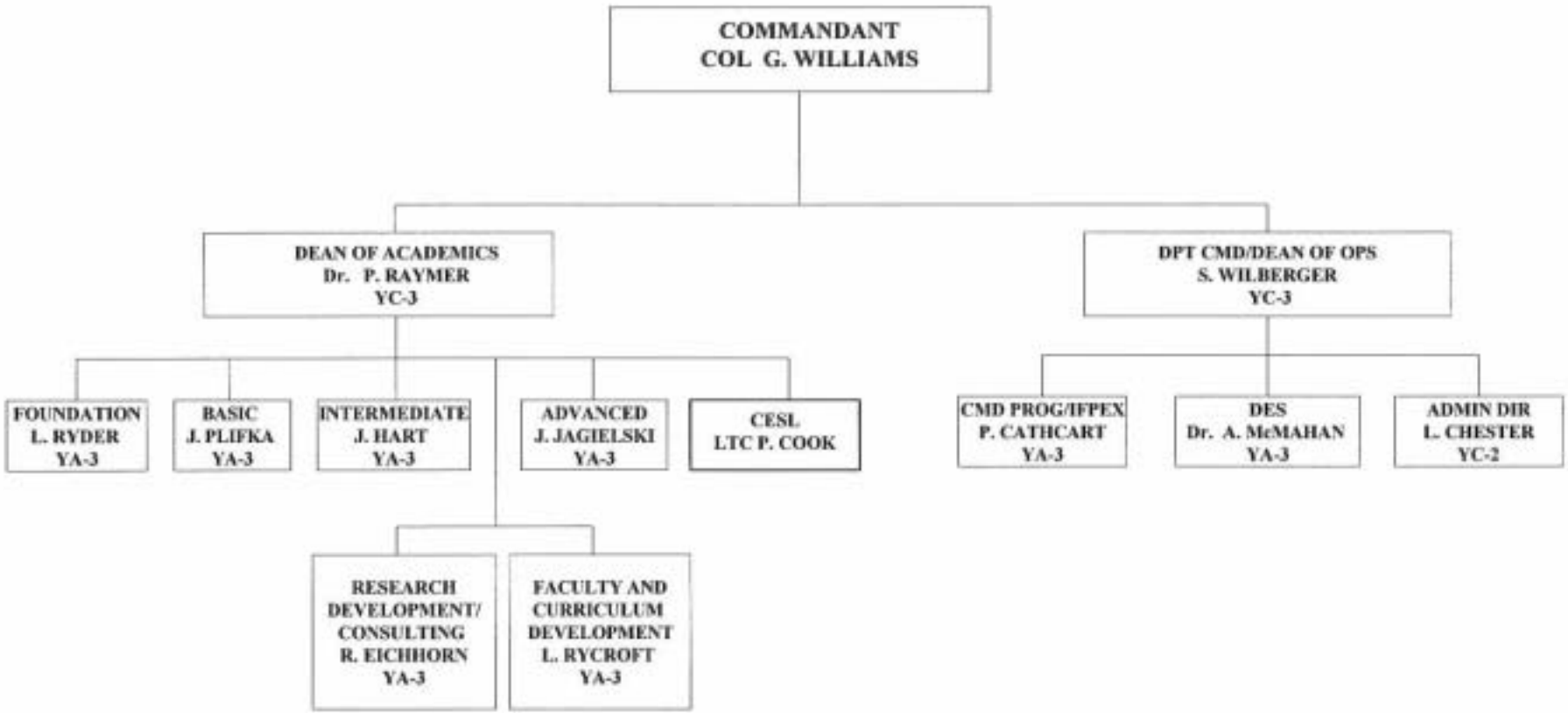
These standards are listed by DOTMLPF domain: D = Doctrine
O = Organization
T/L= Training/Learning
M = Materiel
L = Leader Development
P = Personnel
F = Facilities

Self Assessment for CP General Officer Installation Commander Course FY07

Std. No.	Standard These standards are listed by DOTMLPF domain	Met	Met w/cmt	Not Met	N/A N/O	HHI
3-D	Institution integrates the Contemporary Operational Environment (COE) into education and training.		x			
4-0	The institution has published policy and guidance concerning its missions, functions, programs and processes.	x				
5-0	Institution maintains an effective Operations Security (OPSEC) Program.	x				
6-0	Institution uses appropriate Information Technology, Information Management, and Knowledge Management assets and processes.	x				
7-0	Institution maintains a library resourced to meet the needs of the staff and faculty, training developers, and Soldiers, both resident and non-resident		x			
8-O	Institution applies command discipline in daily supply operations.	x				
9-O	Institution has an effective Quality Assurance Program.	x				
10-O	Institution implements Composite Risk Management and TRADOC Safely and Occupational Health Program Requirements.	x				
11-O	Proponent develops and maintains current and approved critical tasks and task analysis data.		x			
13-O	Proponent Institution designs, develops, and classifies current, relevant, efficient, and effective individual education and training.	x				
14-O	Proponent institution develops and provides valid and reliable criterion-referenced tests and performance evaluations.		x			
15-O	Institution develops, distributes, and/or presents equivalent individual education/training to Active Army (AA) and Reserve Component (RC) Soldiers.	x				
16-O	Institution has an effective system in place to manage the identification of resources for training development and conduct of training.	x				
17-T/L	Institution administers the required current, approved course materials (including tests and performance evaluations) that train Soldiers to the task performance standard.		x			
18-T/L	Instructors/cadre performs their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives.	x				
19-T/L	Students can perform to the prescribed learning objective standards.	x				
20-T/L	Institution provides required equipment, training aids, devices, simulators, simulations, ammunition, pyrotechnics, training materials, consumable supplies, and references as prescribed.	x				
22-L	Institution's climate, culture, and curriculum foster development of leaders of character and presence	x				
23-L	Institution's climate, culture, and curriculum foster development of leaders with intellectual capacity	x				
24-L	Institution's climate, culture, and curriculum foster development of leaders who lead, develop and achieve.	x				
25-P	Institution hires and sustains an effective civilian work force to support the mission.	x				
26-P	Institution properly utilizes and provides appropriate personnel services support for Soldiers, Families, and retirees	x				
27-P	Institution has a program and processes in place to develop staff and faculty.	x				
28-F	Facilities and environment are conducive to learning	x				

These standards are listed by DOTMLPF domain: D = Doctrine
O = Organization
T/L= Training/Learning
M = Materiel
L = Leader Development
P = Personnel
F = Facilities

AMSC Organizational Chart



Current as of 14 Jan 2008

Funds Distribution Status Report

OA: 57
Fund Type: Direct
FY: 2007
ASN: 12K2

APPN	SAG/ APE	LIMIT CODE	AFP	AFP Undistributed	ALLOWANCE	ALLOWANCE Undistributed
2020	32300000000		$800,000.00	$0.00	$800,000.00	$0.00
2020	32400000000		$79,000.00	$0.00	$79,000.00	$0.00
2020	33400000000		$13,307,700.00	$0.00	$13,307,700.00	$0.00
2020	43200000000		$4,500.00	$0.00	$4,500.00	$0.00
2020	43400000000		$0.00	$0.00	$0.00	$0.00
2020	**TOTAL**		**$14,191,200.00**	**$0.00**	**$14,191,200.00**	**$0.00**
GRAND TOTAL			**$14,191,200.00**	**$0.00**	**$14,191,200.00**	**$0.00**

AMSC TAB G

Army Management Staff College
Town Hall Trips Survey Results
(As of 29 August 2007)

Army Management Staff College leadership conducted Town Hall visits to Army installations in various locations in CONUS and OCONUS. Paper surveys were administered to the audiences to determine needs and concerns of our customers regarding attending our new CES courses. This report is an analysis of the first 486 responses received.

Major Findings:

- Largest group of respondents (45.9%) had worked for the US Army as a civilian for 1 to 5 years.
- Largest group of respondents (76.7%) had worked in their current position for 1 to 5 years.
- Largest group of respondents (44.5%) were GS-11 to GS-12. Second largest group (25.3%) were GS-6 to GS-10.
- Only 21.2% of respondents had at least a Masters degree. 52.3% had at least a 4 year degree.

- Most respondents (60.5%) said they attended the LEAD Course. Only 12.8% attended SBLM, 10.3% attended PME I and 5.3% attended PME II.

- 46.6% said they definitely plan to apply for a CES course, and 69.7% are leaning in that direction. Most common reasons given for not wanting to apply are
    -
    -
    -

AMSC TAB G

Army Management Staff College
Town Hall Trips Survey
(As of 29 August 2007)

How many years have you worked for the US Army as a civilian?

Response	Frequency	Percent
1 - 5 years	223	45.9%
6 - 10 years	74	15.2%
11 - 15 years	60	12.3%
16 - 20 years	39	8.0%
More than 20 years	90	18.5%

How many years in your current position?

Response	Frequency	Percent
1 - 5 years	368	76.7%
6 - 10 years	65	13.5%
11 - 15 years	15	3.1%
16 - 20 years	14	2.9%
More than 20 years	18	3.8%

What is your current pay plan?

Response	Frequency	Percent
GS	303	63.5%
NSPS	93	19.5%
WG	31	6.5%
NAF	37	7.8%
Other (specify)	13	2.7%

* YA-2
* WS
* WS
* WS
* AD
* GM
* GG
* GG
* KGS
* KGS
* WS
* WS

What is your equivalent pay grade?

Response	Frequency	Percent
GS-1 to 5	38	8.1%
GS-6 to 10	118	25.3%
GS-11 to 12	208	44.5%
GS-13 to 14	86	18.4%
GS-15	2	0.4%
SES	0	0.0%
SGM	1	0.2%
MAJ	1	0.2%
LTC	0	0.0%
COL	1	0.2%
Other (specify)	12	2.6%

* CPT
* BAND 2-YB
* RECREATION ASSISTANT
* WG-08
* NA 6
* NA 7
* WL
* WG 11
* NA-08
* WG11-5
* WG 2 STEPS
* WG 10

Education

Response	Frequency	Percent
High School	120	25.4%
Associates	105	22.2%
Bachelors	147	31.1%
Masters	93	19.7%
Doctorate	7	1.5%

Which of the following courses have you attended? (Select ALL that apply.)

Response	Frequency	Percent
LEAD	147	60.5%
OLE	49	20.2%
PME I	25	10.3%
PME II	13	5.3%
SBLM	31	12.8%
SSC/AWC	3	1.2%
ILE/CGSC	22	9.1%
DLAMP	3	1.2%
WOSSC	2	0.8%
SMC	16	6.6%
CCC	6	2.5%
WOSC	5	2.1%
FSC	9	3.7%
OBC	37	15.2%
OAC	33	13.6%
WOAC	5	2.1%
ANCOC	73	30.0%

Based on the information provided today, which CES course are you eligible to attend.

Response	Frequency	Percent
Foundation	112	28.4%
Basic	126	32.0%
Intermediate	109	27.7%
Advanced	47	11.9%

Do you plan to apply for that course?

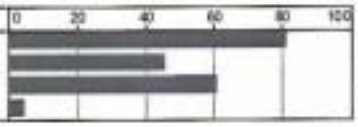
Response	Frequency	Percent
Yes, definitely	206	46.6%
Probably	102	23.1%
Undecided	78	17.6%
Probably not	40	9.0%
Definitely not	16	3.6%

* I'm in the course now. Aug 11-31
* TIME AWAY FROM JOB
* DON'T QUALIFY FOR ADVANCED, HAVE HAD SDC, LEADTTT, AND OLE.
* I'LL SEE HOW MUCH REDTAPE/ HOW MUCH IT IS SUPPORTED. DEPLOYMENT AND HOMESTATION OPS TEMPO, NETWORK LIMITATIONS.
* ABOUT TO RETIRE
* HESITANT BECAUSE I AM SO FAR ALONG IN MY CAREER.
* TIME AWAY FROM WORK WITHOUT BACKFALL
* VERY LATE IN CAREER ALREADY RESULTING IN LIMITED POTENTIAL FOR FUTURE
* DEPLOYMENT IN THE NEXT FEW MONTHS
* RETIREMENT
* DO NOT KNOW HOW
* NEED NETCOM APPROVAL
* PLANNED RETIREMENT
* ONLY PLAN TO WORK FOR THE ARMY FOUR MORE YEARS
* APPROACHING RETIREMENT
* NOT AUTHORIZED
* NOT ELIGIBLE
* NO COURSES AVAILABLE TO ME
* FAMILY ILLNESS
* NO TIME
* NO MONEY IN MY COMMAND
* ALREADY ATTENDED
* RETIREMENT
* NOT ELIGIBLE
* TRIED TO GET INTO THE ADVANCED CLASS TWICE AND WAS TOLD NOT A SUPERVISOR
* SOMETIMES MY ORG DOES NOT HAVE MONEY
* RETIRING
* BUT NOT CONSIDERED PRIORITY #1
* WHAT FOR? WE WILL BE AIR FORCE EMPLOYEES UNDER JOINT BASING
* READY TO RETIRE
* WONT BE SELECTED TO GO
* I HAVE NO DESIRE TO BE A LEAD. I'M A FOLLOWER, SERIOUSLY, ANY INCLINATIONS TO LEADERSHIP WERE DESTROYED BY THE DEMANDS OF NSPS
* WORK LOAD-CHANGE IN POSITION
* NOT INTERESTED AT THIS POINT IN MY CAREER NOR RELEVANT TO WHAT I DO OR PLAN TO DO BEFORE I RETIRE OR GET TRADED TO THE AIR FORCE AGAINST MY WILL
* SEEKING EMPLOYMENT W/ OTHER AGENCY
* TIME HERE LEFT
* DONT SEE A VALUE ADDED FOR ME
* CLOSE TO RETIREMENT

* RETIREMENT IN 3 YRS
* I AM COMFORTABLE WITH THE DEVELOPEMENT OF MY PLANS AND GOALS
* WILL REITRE WITH IN 2 YEARS
* TOO OLD AND HAVE SOME DISABILITIES
* RETIRING ELIGIBL
* QTRMPO,TRANSFORMATION, JOINT BASING/ AF TRANSITION
* 4-5 YEARS TO RETIRE
* I AM IN THE PROCESS OF TRANFERRING WITH SPOUSE TO FL EGLIN AFB
* COMPLETED

If you plan apply, your primary expectation is to increase your...? (Select ALL that apply)

Response	Frequency	Percent
professional skills	329	81.2%
knowledge of the Army	185	45.7%
promotion potential	245	60.5%
Other (specify)	20	4.9%



* COUNSELING
* PERSONAL DEVELOPMENT
* USE IN ANOTHER MILITARY PROGRAM + UNIVERSITY STUDIES
* JUST FOR THE HECK OF IT
* CICILIAN WORKFORCE DLAMP
* THE MORE I KNOW THE MORE I CAN HELP MY ORGANIZATION
* LEADERSHIP
* THEY TOLD ME TO
* I ENJOY LEARNING SOMETHING NEW
* OVERALL KNOWLEDGE (THE MORE YOU LEARN THE BETTER YOU ARE) AS A LEADER
* ABILITY TO PROVIDE VISION TO DIRECT ORG AT 2ND LEVEL AND BELOW

What might prevent you from attending a CES course? (Select ALL that may apply.)

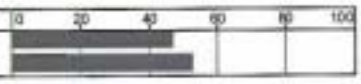
Response	Frequency	Percent
Deployment	22	5.6%
Supv. approval	146	37.2%
Workload	203	51.7%
Family	77	19.6%
Ineligible	54	13.7%
Other (specify)	54	13.7%

* RETIRE
* NONE-MY SUPERVISOR IS VERY SUPPORTIVE
* ABOUT TO RETIRE
* BEING TOLD NO FUNDS ARE AVAILABLE
* COMMAND HAS DETERMINED I AM POOR SUPERVISOR AND WILL NOT ALLOW ME TO BE TRAINED.
* RETIREMENT
* NOT CURRENT SUPERVISOR
* HEARING IMPAIRED
* SCHOOL
* CONSTANT LICENSING REQUIREMENTS TO MAINTAIN JOB
* SENIOR LEADERSHIP DOESNT SUPPORT
* FUNDING
* DISILLUSION
* NEXT APPLICABLE COURSE REQUIRES GS-14 STATUS
* IT WOULD NOT BE IN THE INTEREST OF THE ARMY BECAUSE OF THE SHORT TIME I PLAN TO WORK
* APPROACHING RETIREMENT
* FUNDING
* REMOTE LOCATION KOREA
* FUNDING
* ISSUES SIGNING UP FOR IDIVIDUAL QUOTA , EUSA
* RETIREMENT
* LONGEVITY/RETENTION CONSTRAINT
* SYSTEM WORKING PROPERLY TO REQUEST TRAINING
* IF THEY TELL ME NOT TO
* PPP
* MARRIED TO MILITARY MEMBER WHO MOVES CONSTANTLY
* TIME FRAME
* USELESS
* SAM EPEOPLE GET TO GO TIME AND TIME AGAIN, THEY GET BORED, TELL OTHERS IT ISNT WORTH IT, DO THE REST OF US NEVER GET A CHANCE TO ATTEND
* TERM EMPLOYEE
* RETIREMENT
* UPPER SUPERVISION
* RETIRING
* SHORT STAFFED
* RETIREMENT
* AGE 53 WHEN HUSNAND RETIRES IN THREE YEARS WE LEAVE
* PAY PLAN

* UNKNOWN AT THIS TIME
* RITIREMENT OVER 65
* LOCATION
* FUNDING AVAILABLE. IF MUST SIGN MOBILITY AGREEMENT THEN NO, I LIVE IN ALASKA FOR A REASON
* OVER RELIANCE UPON OVERHIRES/ TERM SUBORINATE MANAGERS, SUPERVISORS OR STAFF ATTRITION RATES, LACK OF CONTINUITY AL OF WHICH WOULD BE AGGREVATED BY AN EXTENDED ABSENCE.
* HERE AT FT. RICHARDSON: FUNDS LACK OF PERSONNEL

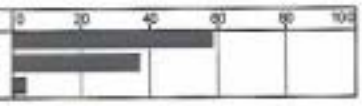
Have you completed any distributed Learning courses?

Response	Frequency	Percent
Yes	221	47.2%
No	247	52.8%



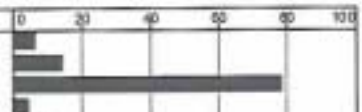
If Yes, did you experience difficulty?

Response	Frequency	Percent
No difficulty	132	58.4%
Some difficulty	84	37.2%
Significant difficulty	10	4.4%



What challenges do you anticipate in distributed Learning? (Select ALL that apply.)

Response	Frequency	Percent
Key boarding	21	6.6%
Computer skills	46	14.4%
Job workload	250	78.4%
Lack computer	15	4.7%
Other (specify)	38	11.9%



* CONNECTIVITY ISSUES
* NETWORK DOWNTIME AND LIMITATIONS. PEOPLE DON'T LEARN AS EFFECTIVELY FROM AN ON-LINE LEARNING; LACK OF DISCUSSION; HURRY THROUGH IT TO GET IT DONE/ TIME AT A PREMIUM ON TIME QUESTIONS AVAILABLE; OFTEN OBE/ OPS TEMPO 400 HIGH DISTRACTIONS OF AUDIO LIMITATIONS, SYSTEM BUGS.
* WORKING ON ONE NOW ON MY OWN TIME DUE TO SUPERVISOR NOT APPROVING.
* PROGRAM MALFUNCTIONS
* SLOW TYPING SKILLS, HEARING
* MAKE THESE COURSES AVAILABLE TO MORE PEOPLE
* SCHOOL LOAD
* NO UNDERSTANDING HOW THESE COURSES HELP WITH CAREER PLANS
* MAINTAIN CERTIFICATION AND LICENSE
* UNABL TO ACCESS WITH OFFBASE I.S.P
* THE REGISTRATION AND THE ENROLLEMENT PROCESS IS NOT FRIENDLY AND I GAVE UP.
* BLOCKS COMPUTERS AND PROGRAMS NEEDE TO TAKE CLASSES-NOT AUTHORIZED TO BE DOWNLOADED
* POOR INTERNET CONNECTION
* DL COMPUTER SYSTEM WOULD NOT WORK WITH LOCAL SYSTEMS, COULDN'T OPEN SOME PROGRAMS-THE LOCAL PROGRAMS BLOCKED ACCESS TO THE DL COURSES
* COMPUTER SECURITY MAKES DIFFICULT TO ACCESS DOME COURSES FROM KOREA
* RATHER USE BOOKS
* TO BUSY AT WORK
* POOR CONNECTIONS
* END OF COURSE COMPLETION CERTIFICATION
* FOCUS TIME MANAGEMENT WITH WORKLOAD
* BUDGET
* CUMBERSOMS PROGRAMISSUES
* TIME
* NETWORK COMPATIBILTY
* PASSWORD ISSUES
* TIME
* TIME
* BAND WITH SLOW CONNECTION SPEED
* BEING ABLE TO ATTEND (AT FT.RICHARDSON)
* STAYING AWAKE

REPLY TO
ATTENTION OF:

DEPARTMENT OF THE ARMY
ARMY MANAGEMENT STAFF COLLEGE
5500 21ST STREET SUITE 1206
FORT BELVOIR VIRGINIA 22060-5934

ATZL-SWM-DE

20 December 2007

MEMORANDUM FOR Director, Quality Assurance Office, (Rhoda Risner, Ph.D.), 3520 Lewis and Clark Center, Command and General Staff College,100 Stimson Avenue, Fort Leavenworth, KS 66027

SUBJECT: Self Assessment Report for the Army Management Staff College

1. Reference: Memorandum, HQ TRADOC, ATTG-CD, Jan 04, subject: TRADOC Quality Assurance (QA) Program and Accreditation of Army Training and Education.

2. The Army Management Staff College completed a self-assessment on 27 November 2007.

3. The following courses were evaluated during the self-assessment:

Course	Date	Location
CES Advanced	Jan–Sep 07	Belvoir
CES Intermediate	Jan–Sep 07	Belvoir
CES Basic	30 Jul–10 Aug 07	Leavenworth
CES Foundation	Jan–Sep 07	Belvoir
Garrison Pre-Command	9 Jul-3 Aug 07	Belvoir
General Officer Installation Command	23-27 Apr 07	Belvoir
Garrison Command Sergeants Major	16-31 Jul 07	Belvoir

4. Enclosed is the self-assessment report on the TRADOC Accreditation Standards Guide with enclosures:

a. Tab A Commander's Training/Education Guidance, Directives, and Policies.

b. Tab B An annotated copy of the TRADOC Accreditation Standards List, showing a self-rating for each standard and supporting documentation.

c. Tab C Organizational charts, to include names and titles of Directors and Division Managers, phone numbers, and e-mail addresses.

d. Tab D A copy of supporting TDA/TOE.

e. Tab E Instructions to the Accreditation Team on how to electronically access required documentation for courses that will be observed during the accreditation visit.

f. Tab F. Resource Management documentation.

g. Tab G All current waivers for the programs being evaluated.

h. Tab H A summary of the training institution's efforts/initiatives to collect feedback/lessons learned/recommendations from the field and other key stakeholders, and results and actions taken.

5. The point of contact for this report is Arthur P. McMahan, Ph.D., 703-805-4707 (Arthur.p.mcmahan@us.army.mil). The Team Leader for this self-assessment is Mrs. Sharon Embry, DSN 655-9426, COMM (703) 805-9426, Email: Sharon.embry@us.army.mil, Quality Assurance Element, Army Management Staff College, 5500 21st Street, Fort Belvoir, VA 22060.

Encl

GARLAND H. WILLIAMS
Colonel, EN
Commandant

Accreditation Agency Report Tracking

2005 TRADOC Accreditation - CGSC

Select a View

All Items

Actions

- Alert me
- Export to spreadsheet
- Modify settings and columns

New Item | Filter | Edit in Datasheet

Reference	Recommendation	Lead	Status	Comments
Std 2, Std 7, Std 23	CGSC continue assessing and improving its staff and faculty certification.	FSD	Implemented	We formatively and summatively assess FDP1.
Std 2, Std 7, Std 23	Develop and implement a staff and faculty needs analysis to determine local staff and faculty development programs. The Staff and Faculty Department at the US Army Soldier Support Institute has done this and may provide a starting point for the USACGSC Staff and Faculty Department.	FSD	Implemented	Use AIS to manage change. Added workshops and a full menu of FDP4 continuing professional development opportunities to support faculty.
Std 2, Std 7, Std 23	Consider some centralized means of tracking the status and execution of the four phases of the Staff and Faculty Development program. This will provide leadership assessment and feedback on the program's status regarding certification, common training, and local staff and faculty development programs. The Armor School is developing a tracking program in Oracle that could be used by CGSC.	FSD	Implemented	FSD manages database.
Std 2, Std 7, Std 23	Review PH 1 training to ensure it meets a baseline set of requirements for instructors in CGSS, SAMS, and SCP. Adapt and modify the TRADOC TAITC and SGITC as necessary. Consider including modules on TRADOC DCSINT's COE and OPFOR doctrine, as well as use of the CALL. Also, consider providing some instruction on training development in PH1 that is currently only conducted in PH 3.	FSD	Implemented	Curriculum development has always been included in FDP1. We use feedback and formal program evaluations to ensure we are meeting the needs of faculty/facilitators in all schools.

Std 2, Std 7, Std 23	Review the current staff and faculty evaluation program. Use TR 350-70, III-4; TR 350-10, 2-14; and FM 22-100, Appendix C as starting points for this program.	FSD	Considered, not implemented	Use these as baselines. We work with QAO to design faculty feedback forms.
Std 17	Review the mission, organization, functions, and responsibilities of the CGSC QA Office to ensure they are accomplishing the mission effectively and consistent with TRADOC policies.	QAO	Considered, not implemented	QAO is aligned with the Associate Dean of Academics. The QAO role changed in 2007 from conducting program evaluations to supporting department directors with their evaluation of programs and student learning. The QAO staff attended the National Assessment Institute workshops to prepare for their new roles.
Std 17	Consolidate the CGSC Title XIs currently located in NRS (DDE) with the CGSC QAO. This provides unity of command for TRADOC and CGSC accreditation of resident and non-resident courses. Additionally, consolidation will assist the CGSC in conducting internal and external evaluations and increase equivalency between active and reserve components. This will also enhance the Title XIs' ability to identify and resolve difference between AC and RC courseware.	QAO	Completed	Title XIs are now part of the UASCGSC QAO and report directly to the QAO Director.
Std 17	Have the QAO develop and implement an external evaluation program to get assessment and feedback from graduates and their leaders on the currency and relevancy of the education in the near, mid, and long terms.	QAO	In Progress	QA surveys graduates and supervisors by request based on a needs analysis. These surveys generally support a request for information from leadership or for a program evaluation. Since the last visit we surveyed graduates from SCP, CGSS, and SAMS. We have surveyed supervisors of the resident faculty and SAMS.
Std 18, Std 19	CGSC, in coordination with CAC DCSRM, continue to develop and implement LPs, POIs, and ITPs using ASAT and TD2 to identify requirements in TRAS, as discussed in TR 350-70, II-8.	AOD	Under consideration	
Std 20	Continue using the ELM.	FSD	Implemented	Use CGSC ELM.
Std 20	Continue reviewing TLOs in all course materials; ensure each performance criterion is observable and measurable.	AOD	Implemented	The quality assurance office analyzes collected data and publishes program evaluations in support of the PIC and CDR processes. They also cooperate with the Academic Operations Division and School curriculum developers to conduct reviews of course learning objectives, lesson plans, assessment plans and test instruments, and course advanced sheets on a recurring

				scheduled basis.
Std 20	Ensure all LPs are available and followed by instructors, to ensure students receive all the knowledge and acquire the skills needed to perform the TLO to the prescribed standard.	FSD/AOD	Implemented	The Quality Assurance Office (QAO) produces the Master Evaluation Plan no later than 1 September for the upcoming Fiscal Year. Cooperating with the Academic Operations Division and School curriculum developers conduct reviews of course learning objectives, lesson plans, assessment plans and test instruments, and course advanced sheets. The quality assurance office collects data through internal and external surveys, formative evaluations, curriculum reviews, classroom observations, and focus groups. Analyzes collected data and publishes program evaluations in support of the PIC and CDR processes. Faculty and Staff Development Division (FSD) educate course/lesson authors concerning the AIS process during Faculty Development Phase 1 (FDP1), and Faculty Development Phase 3 (FDP3). FSD further provides curriculum development assistance, as required, to schools and departments regarding the design, development, assessment of learning, and evaluation of their courseware further contributing to their understanding of the AIS process.
Std 20	Determine the product requirements outline in 350-70 that assists in establishing and managing a viable educational program. Develop all the required products associated with a viable program to validate the current education.	AOD	Implemented	IAW TR 350-70 II-1-4, the College requires all course and lesson authors attend FDP3 before being assigned lesson or course author duties and responsibilities. The AIS process is used to develop courses IAW TR 350-70 VI-6-9. Course/Lesson authors use guidance from their directors to develop their educational programs in accordance with the AIS that support CGSC Mission and Education Philosophy of CGSC. This process includes, but is not limited to: a) Coordinate with the CGSC Chief, Academic Operations Division, to present the course curriculum evaluation results in a Post Instruction Conference (PIC); b) Coordinate with the CGSC Chief of Academic Operations Division to present course curricula in a Curriculum Development Review (CDR) Conference.
Std 20	Sustain existing internal instructional assessment and feedback programs such as the Curriculum Integration Committee and the Post Instructional Conference.	QAO	Completed	The College continues to use the Accountable Instructional System (AIS) method for curriculum development and revision. The AIS requires a Post Instruction Conference (PIC) and a Curriculum Design Review (CDR). Both the PIC and CDR are evaluation steps in the AIS.
Std 21	Develop grading rubrics or similar tool for all formative evaluations to ensure that instructors know and apply specific criteria equally to all students.	FSD	Implemented	1009c,s, and p. Faculty design rubics in AoL Wshp.FDP4/ Teach. Scholar (B.Walvoord)
Std 21	Work to minimize subjectiveness in student evaluations. Students must be confident that their performance is being evaluated as fairly and	QAO/FSD	Completed	Course authors are responsible for developing rubrics for grading student assessments (evaluations). Course authors may use the College 1009 series. Also, an assessment consultant, Dr. Walvoord will be providing a 2 day seminar for the faculty and

	equally as possible.			staff. Additionally, CGSS uses the student Individual Development Plan (IDP) as part of the curriculum. The IDP allows both students and instructors to address a student's educational learning gaps and make an individual plan to correct the learning gap.
Std 21	Institute a program that establishes a systematic process for student evaluations and feedback.	QAO	In Progress	CGSC has a form 1009 series designed to give students feedback on assessments (evaluations). Course authors use the series as a tool to implement rubrics associated with assessments (evaluations).
Std 21	The staff and faculty department develop and implement training for instructors' writing evaluations that identify student strengths, weaknesses, and that identify ways to improve their performance.	FSD	Implemented	This is accomplished in FDP1, Assessment Workshop & Crit. Think. Workshop.
Std 21	In coordination with CAC DCSRM, continue to develop and implement LPs, POIs, CADs, and ITPs using ASAT and TD2 to identify requirements in TRAS.	AOD	Under consideration	
Std 21	Continue assessing and improving the CGSC Staff and Faculty Qualification, Certification, and Development Program to ensure it provides a common baseline of instructor skills in adult learning, learning technologies, instructional design and development. Develop and implement this training in PH1 and PH 3 of the program.	FSD	Implemented	Use feedback and AIS to improve programs. Added Blackboard support. Update readings. Have brought in renowned expert educators (FDP4) Partner with K-State/Teaching Scholars.
Std 21	Continue to improve courseware development using TR 350-70 as the guideline for LP format (Appendix E), learning objectives (VI-6-6), and student performance measurement and testing (VI-7).	AOD	Implemented	Lesson Plans are formatted IAW TR 350-70. All lessons are input into ASAT. CGSC utilizes The Accountable Instructional System (AIS), a hybrid of SAT, and is the approved curriculum development process for CGSC to analyze, design, develop, implement, and evaluate the curriculum. This tool helps to organize all course development activities. The process begins with identifying the requirement for a course, continues with building and teaching the course, determining whether the students achieved the learning outcomes, and improving the lesson, course or program of instruction to achieve the desired results. The overall goal of the AIS process is to increase the effectiveness and efficiency of the educational process in the following ways: 1) Development of instruction based on the CGSC mission and educational goals, 2) Elimination of irrelevant instruction and/or coursework from the curriculum 3) Accomplishment of the identified knowledge, skills, and attributes by the College's graduates 4) Evaluation of the course/lesson to determine appropriateness of outcomes and their accomplishment.
Std 21	Develop and implement an external	QAO	In progress	QAO surveys graduates, supervisors and stakeholders on an as

	evaluation program to collect assessment and feedback from graduates and their leaders in the near, mid, and long terms on the relevancy and the currency of CGSC training and education.			needed basis. Generally these surveys support a program evaluation or leadership seeking information. See standard 17 for additional information.
Std 21	Review the organization, mission, and responsibilities of the QAO; ensure consistency with the TRADOC CG and the DCSOPS&T policy memorandum on QA and Title XI programs.	QAO	Partially implemented	Title XIs are part of the QAO since 1 October 2006. QA reports to the Associate Dean of Academics since the summer of 2007.
Std 21	Increase the equivalency between AC/RC LTCs and COLs selected for battalion and brigade command.	SCP	Under consideration	

Accreditation Agency Report Tracking

2005 TRADOC Accreditation - CGSS

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New Item | Filter | Edit in Datasheet

Reference	Recommendation	Lead	Status	Comments
Sustain Quality of Instructors	CGSC establish and institutionalize a "summer vacation" program to keep instructors current and relevant. CGSC will then provide its students with "re-blued" instructors that have interacted with units out in the operational environment.	CGSS	Completed	CGSC offers FDP 4 workshops that allow instructors to remain current with relevant topics. CGSC also offers generous TDY for faculty members to attend conferences. Finally, faculty augment BCTP.
Sustain Quality of Instructors	CGSC aggressively use the US Army Project Warrior program managed by HRC who selects branch-qualified officers for assignment to NTC, JRTC, or the CMTC for a two-year assignment. Upon completion of the assignment, the Soldier is then reassigned to his proponent school for use as instructors. Also, recruit recent MTO&E battalion commanders for instructors. Another option would be for recent or current commanders to visit the college as guest instructors during specific blocks to reinforce or supplement curriculum.	CGSS	Not applicable as written	Not Applicable. Project Warrior was never implemented as designed. Upon completion, Soldiers to to key assignments.
Sustain Integration of New COE and OPFOR Doctrine in OES Programs	Include the COE concepts as part of course learning objectives and in scope statement in advance sheets.	CGSS	Completed	The COE is fully integrated in lesson plans, advance sheets, case studies, scenarios, readings books, and al course materials.
Sustain Integration of New COE and OPFOR Doctrine in OES Programs	Add COE-related questions to course advance sheets to generate seminar discussions.	CGSS	Completed	The COE is fully integrated in lesson plans, advance sheets, case studies, scenarios, readings books, and al course materials.
Sustain Integration of New COE and OPFOR Doctrine in OES Programs	Use the term "the COE" where appropriate in your course material in lieu of similar but non-doctrinal terms.	CGSS	Completed	The COE is fully integrated in lesson plans, advance sheets, case studies, scenarios, readings books, and al course materials.
Sustain Integration of New COE and OPFOR	Have students analyze historical case studies using the 11 critical COE variables.	CGSS	Completed	The COE is fully integrated in lesson plans, advance sheets, case studies, scenarios,

Doctrine in OES Programs				readings books, and al course materials.
Sustain Integration of New COE and OPFOR Doctrine in OES Programs	Continue oversight on the process of implementing the COE and OPFOR doctrine into the curriculum.	CGSS	Completed	The COE is fully integrated in lesson plans, advance sheets, case studies, scenarios, readings books, and al course materials.
Sustain Integration of New COE and OPFOR Doctrine in OES Programs	Coordinate with DCSINT for latest COE update; keep the active and reserve components courseware COE current.	CGSS	Completed	The COE is fully integrated in lesson plans, advance sheets, case studies, scenarios, readings books, and al course materials.
Sustain Integration of New COE and OPFOR Doctrine in OES Programs	Develop contacts with other TRADOC centers and Schools training organization, AMEDD, and Center for Law and Military Operations to gain current COE lessons learned from those proponents that may impact CGSC.	CGSS	Under consideration	
Sustain Integration of New COE and OPFOR Doctrine in OES Programs	Continue to update scenarios. Incorporate increased ambiguity. Conduct exercises in unknown/unfamiliar locations. Leverage existing threats in scenarios.	CGSS	Completed	CGSC has had all its scenarios reviewed by DCSINT-T.
Sustain Integration of New COE and OPFOR Doctrine in OES Programs	Consider including a module on COE and OPFOR doctrine in all phases of the Faculty Development Program.	CGSS	Under consideration	
Sustain Integration of New COE and OPFOR Doctrine in OES Programs	Provide each CGSC student with a COE compact disk at the beginning of the course that explains COE and the current OPFOR doctrine.	DAO	Completed	The COE is the only threat environment standard for all lessons. Students receive a digital copy of Student Text 7-100, Battle Book for the Contemporary Operational Environment (June 05) via Blackboard.
Sustain Integration of New COE and OPFOR Doctrine in OES Programs	Consider hosting quarterly or semi-annual COE OPDs as refresher training.	DAO	Under consideration	
Sustain Instructor Certification	CGSC QAO continue to monitor the delivery of instruction and end of course student comments. Provide periodic feedback to the CGSC Commandant and Deputy Commandant.	DAO	Under consideration	
Improve Student	Departments maintain records IAW TRADOC regulations.	DAO	Under	

Records Management			consideration
Improve Student Records Management	QAO periodically check student records for completeness and accuracy.	DAO	Under consideration
Improve ATRRS Reporting	ATSC fix ATRRS or provide guidance to CGSC for recording ILE common core and AOWC completions.	DAO	Under consideration
Improve ATRRS Reporting	CGSC formally report student failures and maintain audit trails IAW TRADOC regulations.	DAO	Under consideration
Improve Instructor Evaluations and Performance Counseling	CGSC provide documented assessment and feedback to instructors IAW TRADOC regulations and FM 22-100 to sustain and improve existing instructor skills and develop new ones. Use TR 350-70, Chapter III-4 and Appendix C.	DAO	Under consideration
Improve Instructor Evaluations and Performance Counseling	Department heads ensure that newly certified instructors receive frequent evaluations and feedback.	DAO	Under consideration
Improve Instructor Evaluations and Performance Counseling	Document an individual's performance as an instructor in OERs and in formal civilian performance appraisals.	DAO	Under consideration
Improve Faculty Development Program and Instructor Training Course (HHI)	TRADOC DCSOPS&T conduct an instructor needs analysis. Use the results to re-design the current AITC and SGITC to provide efficient and sufficient instructor training that includes elements of SAT and ASAT training for all TRADOC instructors (HHI).	DAO	Under consideration
Improve Faculty Development Program and Instructor Training Course (HHI)	CGSC establish its own instructor certification and professional development standards and program.	DAO	Under consideration
Improve Faculty Development Program and Instructor Training Course (HHI)	CGSC Staff and Faculty Office expand the list of current courses offered to include a locally conducted ASAT course, Mid-Level Training Management Course, a Test Item Writers Workshop, the Senior Training Managers Course, and a Civilian Instructor "Army Re-bluing" Course.	DAO	Under consideration
Improve Faculty Development Program and Instructor Training Course (HHI)	Increase resourcing for faculty development programs since there is an ongoing changeover of faculty.	DAO	Under consideration

Improve Proponent Training Development	As part of FDP, provide some familiarization with SAT, ASAT, and test design and development. The FDP should routinely provide training and guidance to the course subject matter experts and instructors on the Army's training development process and required products.	DAO	Under consideration	
Improve Proponent Training Development	Consider having curriculum developers and instructors who develop major components of a course attend ATSC's training development courses--SAT, ASAT, test design and development. Also, place priority on attendance to those instructors and curriculum developers responsible for analyses, design, development, implementation, lesson plans, POI maintenance, and ASAT maintenance.	DAO	Under consideration	
Improve AC and RC Equivalency	Continue to use the ELM in CGSC's education and training.	CGSS	Completed	CGSC uses the ELM for all of its lessons.
Improve AC and RC Equivalency	Re-look, and revise as appropriate, the action statement of ILE's TLOs to ensure they are in student terms. The action statement should state clearly what it is that the student must do so the staff can determine if the student can apply critical reasoning versus the action statement in lessons which simply says "Reason critically."	CGSS	Completed	All TLOs and ELOs go through CGSS QA to ensure they meet TR Reg. 350-70 criteria.
Improve AC and RC Equivalency	Revise ILE's TLO standards so they provide observable, measurable criteria that can be used to determine if the students can in fact perform as required in the operational environment.	CGSS	Under consideration	All TLOs and ELOs go through CGSS QA to ensure they meet TR Reg. 350-70 criteria.
Improve AC and RC Equivalency	Continue to empower Fort Leavenworth course and lesson authors to ensure training is maintained current and relevant but document changes. Ensure RC courseware gets changed accordingly, Concurrently, update the analysis data so data and information available through the automation systems to Soldiers in the field is the same as that presented in school. Ensure updated LPs are available and followed by instructors.	CGSS	Completed	CGSS implements the AIS process across all courses to include TASS and ADL. This ensures an equitable education for all delivery formats of ILE.
Improve AC and RC Equivalency	Determine the regulatory product requirements as outlined in TR 350-70 that assist in establishing and managing a viable educational program. Develop those products.	CGSS	Completed	All CGSS SOPs are consistent with TR Reg. 350-70 as it applies to higher education.
Improve AC and RC Equivalency	Continue to use the CIC and PIC but ensure they incorporate or consider the external evaluation feedback and its analysis to revise the provided education and training.	QAO	Under consideration	
Improve Task Analysis and Critical Task Selection	Work with TRADOC to ensure a task analysis is approved for each approved critical task and that the task analysis identifies all of the supporting skills and knowledge both officers and civilians must possess in order to perform to the prescribed standard in the COE. Also, ensure individuals conducting task analysis complete and fully document required outputs.	DAO	Under consideration	

Improve Task Analysis and Critical Task Selection	Include some training on the analysis process in the CGSC Staff and Faculty program.	DAO	Under consideration
Improve Task Analysis and Critical Task Selection	CGSC leadership should enforce producing and maintaining all SAT training products per TR 350-70.	DAO	Under consideration
Improve ILE Common Core and AOWC	Continue to emphasize and reinforce faculty development in the college and at the school/department levels. Faculty development programs tend to fix quality control problems before they start or become significant.	CGSS	Under consideration
Improve ILE Common Core and AOWC	Fix the FDP3 attendance problem. Use the faculty portfolios as a principal means of monitoring, improving, and supporting faculty performance.	DAO	Under consideration

Accreditation Agency Report Tracking

2005 TRADOC Accreditation - SAMS

New Item | Filter | Edit in Datasheet

Reference	Recommendation	Lead	Status	Comments
Std 2, Std 23	The SAMS director, in coordination with the CGSC Staff and Faculty Department, develop and implement a staff and faculty qualification, certification, and development program. This program should provide a foundation in adult learning, learning technologies, and instructional design. Use internal CGSC, CAC, and external resources to maintain currency and relevancy in doctrine, organization, materiel, personnel, and leadership.	SAMS	Completed	SAMS has accepted the new faculty assessment and promotion guidelines developed under the direction of the Dean of Academics and approved by the Deputy Commandant in 2007. The individual development program is part of the faculty evaluation program. Beginning faculty now take FDP 1 course upon hiring.
Std 18	SAMS, in coordination with CGSC and CAC DCSRM, develop and implement LPs, POIs, CADs, and ITPs using ASAT and TD2 to identify requirements in TRAS as identified in TR 350-70, II-8.	SAMS	Considered, not implemented	After reviewing the instructional programs and graduate-level curriculum, SAMS made the decision not to apply the Training Requirements Analysis System to stipulations on instructional needs.
Std 18	Consider including instruction on TRAS in PH 3 of staff and faculty training.	SAMS	Considered, not implemented	Training Requirements Analysis System does not fit the graduate education model of instruction and curriculum.
Std 19	Requirements of a TLO and development of lesson plans need to be trained in PH 1 of the Staff and Faculty Qualification, Certification, and Development Program.	SAMS	Implemented	All beginning faculty, military and civilian, undergo FDP 1 upon their assignment to teaching duties. They take the course, develop the TLO, integrate the TLO into the lesson plan, and then present the instruction, which is monitored by Deputy Director.
Std 23	Continue the strategic curriculum review and weekly AARs and ensure linkage to the CGSC and Army Campaign Plans.	SAMS	Under consideration	
Std 23	Coordinate with CGSC QAO to develop and implement an external evaluation program to get assessment and feedback from graduates and their leaders in the near, mid, and long terms.	SAMS	Implemented	Thanks to direct support from QAO, SAMS has pursued an aggressive program of assessments and feedback from the field regarding the quality of our graudates, their capacity to provide effective leadership, and their self-assessments of their preparation for their assignments.

Accreditation Agency Report Tracking

2005 TRADOC Accreditation - SCP

New Item | Filter | Edit in Datasheet

Reference	Recommendation	Lead	Status	Comments
Std 3	Army HRC work with SCP and USAR and NGB to continue to increase RC battalion and brigade commanders participation in Fort Leavenworth's PCC.	SCP	Under consideration	Higher Headquarters Initiative. SCP has pursued including RC in courses as spaces are available.
Std 3	SCP and USARTC PCC office at Fort McCoy collaborate to ensure content of the PCC at Fort Leavenworth is provided to the PCC at Fort McCoy. The USARTC reassess its PCC and update its POI to make it equivalent to Fort Leavenworth's. SCP assist the staff at Fort McCoy, help with the new program's pilot, observe Fort McCoy PCC annually, and make recommendations to make a good program better.	SCP	Under consideration	SCP has DA Staff attend and brief at PCC. PCC at Camp McCoy can coordinate with DA staff to brief at Camp McCoy.
Std 20	Ensure those involved in developing and updating courseware complete PH 3 of the CGSC Staff and Faculty Qualification, Certification, and Development Program.	SCP	Under consideration	One of two curriculum developers is PH3 trained. Scheduling 2nd developer for attendance at PH3.
Std 20	Use the LP format in TR 350-70, Appendix E. This will support CGSC's ongoing initiative to use ASAT and TD2 to identify requirements to TRADOC and DA.	SCP	Under consideration	The Accountable Instructional System (AIS) is the official process for CGSC curriculum planning and development for both resident and nonresident courses. Lesson plans (LP) in AIS do not conform to the TR 350-70 LP format.
Std 20	Improve student performance measurement and testing. Review TR 350-70, Chapter VI-7 and VI-6-6 and Appendix C.	SCP	Under consideration	SCP does not test its TCDP students. Students are not evaluated because they are DA board selected for command. SCP has developed a rubric for instructors to use for an informal assessment of the degree to which the student is meeting performance standards.
Std 20	Increase the equivalency between AC/RC LTCs and COLs selected for battalion and brigade command.	SCP	Under consideration	This is a Higher Headquarters Initiative.

Accreditation Agency Report Tracking

2005 TRADOC Accreditation - AMSC

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Reference	Recommendation	Lead	Status	Comments
(no title)	Establish an evaluation process to assess how well the courses accomplished intended objectives.	AMSC	Under consideration	Our internal assessment process consists of assessing learning outcomes through a variety of student-required products, individual faculty assessments and Department of Educational Services (DES) assessments. The assessment aids in determining how well students meet intended learning outcomes against established task lists. We also collect data from student surveys as a measure of internal assessment. Our external assessment consists of our 6-month follow-up survey of grads and supervisors. Can students perform their jobs and are we teaching the correct tasks?
(no title)	Ensure faculty attend FDP1 prior to teaching.	AMSC	Under consideration	The Army Management Staff College is committed to providing a comprehensive faculty development program to ensure that all faculty are prepared to educate and prepare the civilian and military leaders to assume leadership and management responsibilities throughout the Army. All faculty must be certified to teach at AMSC. The certification process requires attendance at all New Faculty Development (NFD) sessions, Faculty Development Phase 1 (FDP1) and Faculty Development Phase 2 (FDP 2). The FDP1-3 training matrix is attached, for additional information refer to the AMSC Faculty Development SOP in folder 27-P.
(no title)	Develop a clearly defined process for getting new and current information into curriculum.	AMSC	Under consideration	AMSC Research & Development, Consulting and Curriculum Development cells are the initial collection points for integrating new leader development doctrine and new material into our curriculum. The research and consulting projects that individual faculty members participate in serve as a source of throughput for integrating new doctrine and research findings into our curriculum. The 1750 instructional designers in the Curriculum Development Cell serve as advisors to the faculty to integrate new material that is collected from the faculty into an instructionally-sound design package/POI for our students.